

# *The University of North Carolina* Board of Governors



## Long-Range Plan 2002 - 2007



NORTH CAROLINA  
SCHOOL OF THE ARTS



NC STATE UNIVERSITY



The UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

THE UNIVERSITY OF NORTH CAROLINA  
ASHEVILLE

Appalachian  
STATE UNIVERSITY



THE UNIVERSITY OF NORTH CAROLINA  
GREENSBORO



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January 11, 2002

Governor, State of North Carolina  
Lieutenant Governor, State of North Carolina  
President Pro Tempore, North Carolina Senate  
Speaker, North Carolina House of Representatives  
Members, Advisory Budget Commission

Ladies and Gentlemen:

On behalf of the Board of Governors of the University of North Carolina, I am pleased to transmit to you, and, through you, to the members of the General Assembly and other appropriate state officials, a revised and updated long-range plan for the University of North Carolina.

The revised plan reflects the work of many persons at every level within the University to delineate missions, establish major directions and strategies, and set strategic priorities for the University and its constituent institutions.

[Section II](#) provides a brief survey of the current context for higher education in North Carolina. [Section III](#) looks toward the future environment for higher education, identifying major change drivers and speculating on their implications for higher education and for UNC planning efforts.

[Section IV](#) sets forth the overall mission for the University and notes the constitutional and statutory mandates that help to shape that mission. [Section V](#) contains the six interrelated strategic directions that the Board of Governors will pursue in the fulfillment of the University's mission during this planning period.

[Section VI](#) summarizes the UNC enrollment plan adopted by the board to ensure continued access to higher education during the coming decade.

[Section VII](#) gives specific institutional mission statements, as well as the general principles and priorities that have guided and will continue to guide decisions on program development.

The strategic directions and specific strategies outlined in this plan are clearly responsive to the higher educational needs of the state and its citizens and reflect the board's commitment to be a good steward of the resources that have been so generously and consistently provided to the University.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Ben Ruffin", with a stylized flourish at the end.

Benjamin S. Ruffin

**UNC Board of Governors Resolution  
Approving the Long-Range Plan, 2002-2007**

Be it resolved by the Board of Governors of the University of North Carolina:

That the document entitled *Long-Range Plan, 2002-2007* is approved; and

That the President be authorized to make such editorial improvements in the document as she finds necessary in the interest of accuracy and completeness and to have the *Long-Range Plan, 2002-2007* printed and distributed.

ADOPTED: January 11, 2002

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William V. Muse	<i>East Carolina University</i>

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## I. Introduction

The University of North Carolina Board of Governors has been involved in continuous and flexible planning and responsible and accountable evaluation ever since the board was created in 1972. The board adopted its first long-range plan in 1976, under the administration of President William Friday. Early in 1990, President C.D. Spangler, Jr. and the Board of Governors called for a comprehensive review and reassessment of the currently assigned missions of each of the institutions within the University of North Carolina. Each institution reviewed its current academic program offerings, its research and service functions, its administrative structure, and its enrollment patterns and trends to identify areas where changes were needed.

Before making his recommendations to the Board of Governors, President Spangler asked four consultants to review the materials and give him their recommendations. The board's Committee on Educational Planning, Policies, and Programs considered the consultants' report and the President's recommendations and, in turn, submitted its report to the full board in February 1992. The board approved the report at its March meeting and instructed the President to prepare a revised long-range plan for the University of North Carolina for the period 1992-93 through 1996-97. *Long-Range Planning, 1992-97* was adopted by the Board of Governors in November 1992.

*Long-Range Planning, 1994-99*, a revision of the 1992 document, was adopted in 1994. The schedule for future planning called for a revised plan to be adopted in 1995 in order to return to the normal cycle of revising the University's plan in odd-numbered years, a cycle that was interrupted owing to the length of time required to prepare the 1992-97 plan. However, the large number of special studies mandated by the 1995 session of the General Assembly preempted preparation of a 1995 revision. Instead, a "supplement" to the 1994-99 plan, *Supplement to Long-Range Planning, 1994-99*, was adopted to address changes that could not be postponed until the preparation of the next scheduled plan, the 1998-2003 long-range plan. *Long-Range Planning 2000-2005* revised and updated the 1998-2003 plan and was adopted in January 2000.

President Molly C. Broad sent guidelines for the participation of the constituent institutions in the preparation of this plan to the chancellors in February 2001. The Committee on Educational Planning, Policies, and Programs began its consideration of the various components of the plan in May 2001, when it received a report on the accomplishment of the strategic directions adopted in *Long-Range Planning, 2000-2005*. In the months that followed, the committee considered and acted upon the other sections of this plan, which was formally adopted by the Board of Governors in January 2002.

Planning is not done in isolation. Guiding the long-range plan of the University of North Carolina are the strategic directions, but even those must be viewed within the context of the UNC mission and the missions of the sixteen constituent institutions. Furthermore, any worthwhile plan must be participatory. For that reason, this past year the campuses have been asked to provide information about the achievement of goals set by the last plan (reported in [Appendix B](#)), to report on progress made in achieving diversity goals (reported in [Appendix C](#)), and to respond to the plans to refine and expand the strategic directions. Several groups have reviewed the strategic directions; chancellors, vice chancellors of academic affairs, chief finance and research officers, the University Council on International Programs, Faculty Assembly, and others have provided important feedback throughout the process. Similarly, the Committee on Educational Planning, Policies, and Programs has reviewed components of this plan at nearly every meeting over the past several months.

The contents and organization of this new five-year plan have changed somewhat from previous plans. The long-range plan includes a detailed account of academic program planning that results from a streamlined process that allows campuses to propose, plan, and establish new programs in a timely manner and that is responsive to changing needs in the state and to new disciplinary perspectives.

This document includes new and updated charts based on the 2000 census when that information has been available. Much of the census data on education and income are not yet available, so not all areas can be updated. In addition, economic trends in the state and the nation have changed dramatically from the time the census was taken on April 1, 2000.

The six strategic directions of the University of North Carolina are a direct response to the realities of the state. North Carolina continues to have a fast-growing population, largely due to domestic in-migration, and this population is increasingly diverse in its racial and ethnic composition. North Carolina had the highest rate of growth in the Hispanic population of any state in the nation during the last decade. During the coming decade, the traditional college-age group will be the fastest growing segment of North Carolina's population, increasing pressure on higher education to have available space for these students on campuses or the technology to teach them at a distance. The economy of North Carolina has shifted dramatically from textiles, manufacturing, and agriculture to a knowledge-based economy that requires a well-educated and technologically literate workforce.

Research has become increasingly important to the state and to the region, and UNC institutions are prepared to contribute both basic and applied research to support the economy, to respond to health care needs, and to propel North Carolina to leadership positions in such areas as bioinformatics, photonics, genomics, marine science, and optoelectronics.

Among its many responsibilities, the University of North Carolina must be prepared to assist the public schools in raising the academic performance of students, and it must assume a major leadership role in preparing teachers through strong traditional teacher education programs, lateral entry programs, and creative partnerships with the community colleges.

This document provides a summary of the past two years of success within the University of North Carolina, years marked by a successful bond campaign that will result in \$2.5 billion of construction on UNC campuses. The amount of federal research support coming to UNC institutions has grown by 143% during the decade, and in 2000-2001 UNC brought \$673 million to the state, creating jobs and opportunity as well as intellectual capital. The enrollment of ethnic minority students has increased at UNC institutions by 42.3% in the last decade, continuing to close the achievement gap that has persisted for so long in this state. The creation of Pathways and its merger with the College Foundation of North Carolina brings the possibility of college to all North Carolina students, and the \$7.38 million GEAR UP grant received by the Office of the President in addition to GEAR UP grants received by several campuses is increasing the likelihood of full participation of the state's youth in higher education.

Work remains to be done, and the strategic directions will keep UNC focused on the goals to continue UNC's prominence in higher education. To accomplish such goals, UNC will continue to seek competitive compensation for faculty and staff, will aggressively compete for research grants and partnerships to enhance research and to build a technology infrastructure to support higher education, and will work with the legislature to serve the state and its citizens responsibly.

In response to dramatic changes in the United States and its global relationships and to the newest strategic direction—internationalization—UNC will respond to the world's political, social, scientific, and economic problems. Technology is linked to economics and globalization;

it is the linchpin for our future, ensuring that through its expansion and development, the rest of UNC's goals become easier to attain. The UNC Board of Governors has set out an ambitious set of expectations for the University of North Carolina, and the members of the university community are committed to these mandates.

The strategic directions and the programmatic thrusts contained in this plan constitute an ambitious agenda. Nevertheless, they reflect a deep commitment to respond to genuine needs and to contribute to the development and well being of the state and its citizens. If the University is to fulfill its mission and commitment to the citizens of North Carolina, the Board of Governors, the chancellors, and the President must plan for the future with the confidence and hope that the citizens of North Carolina will continue the strong support for higher education demonstrated by the overwhelming support of the bond issue in November 2000.

## **II. Higher Education in North Carolina**

Higher education has long played a vital role in the economic, political, and social life of North Carolina. One of the first actions of the State of North Carolina after it declared independence in 1776 was to adopt a Constitution that directed, in part, that “all useful Learning shall be duly encouraged and promoted in one or more Universities.” [Constitution of North Carolina, Sec. 41 (1776)] The General Assembly of 1789 responded to that mandate by chartering the University of North Carolina and endowing it with the escheats to which the State as sovereign was entitled.

In 1868, the new State Constitution gave more explicit recognition to the University, as did an 1873 constitutional amendment. Throughout that period, the University at Chapel Hill was the only state-supported institution of higher education in North Carolina.

Between 1877 and 1969, the General Assembly created or acquired for the state the other institutions that are today part of the University of North Carolina. Those institutions, identified by their current titles and the dates when they became state institutions, are Fayetteville State University (1877), North Carolina State University at Raleigh (1887), the University of North Carolina at Pembroke (1887), the University of North Carolina at Greensboro (1891), North Carolina Agricultural and Technical State University (1891), Elizabeth City State University (1891), Western Carolina University (1893), Winston-Salem State University (1897), Appalachian State University (1903), East Carolina University (1907), North Carolina Central University (1923), North Carolina School of the Arts (1963), the University of North Carolina at Charlotte (1963), the University of North Carolina at Asheville (1963), and the University of North Carolina at Wilmington (1963).

The Higher Education Reorganization Act of 1971 “redefined” the University of North Carolina and “redesignated” the constitutional Board of Trustees of the University of North Carolina as the “Board of Governors of the University of North Carolina.” Thus, the University of North Carolina is today the same legal entity that was created in 1789, despite changes in the name of its governing board, the number of its campuses, its size and scope, and almost every other particular aspect of the institution.

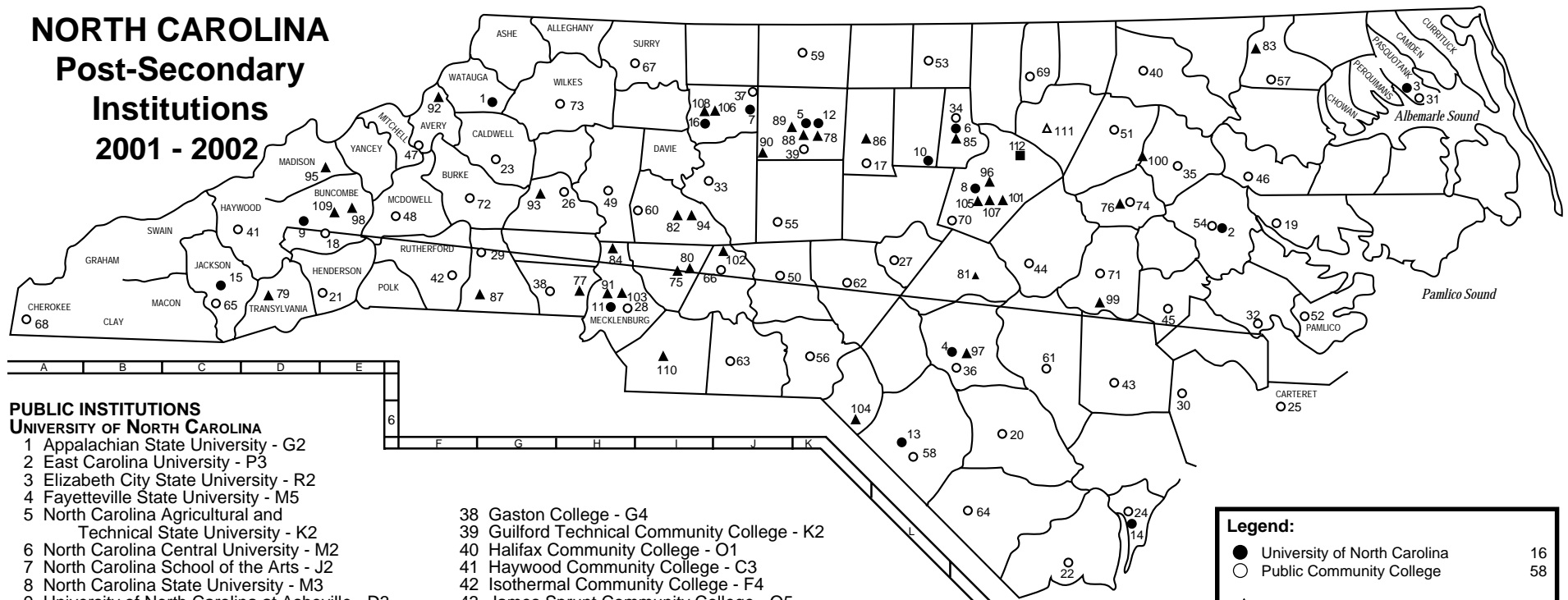
In 1963, three community colleges and 20 closely related industrial education centers and technical institutes were combined to form the North Carolina Community College System. Between 1964 and 1968, all of the industrial education centers became technical institutes or comprehensive community colleges.

# NORTH CAROLINA

## Post-Secondary

### Institutions

2001 - 2002



**Table II.1. Higher Education in North Carolina**

<b>Measure</b>	<b>1980</b>	<b>1990</b>	<b>2000</b>
<b>Number of postsecondary institutions:</b>			
Community colleges	58	58	58
Private 4-yr. col.& univ.	30	32	36
Private 2-yr. colleges	8	5	1
Public 4-yr. col.& univ.	16	16	16
Total no. of institutions	112	111	111
<b>Fall headcount enrollments:</b>			
Community colleges			
(College-transfer curriculum)	13,301	25,895	38,369
Total curriculum	104,077	138,591	170,204
Private 4-yr. col.& univ.	48,211	59,197	67,360
Private 2-yr. colleges	4,966	3,337	543
Public 4-yr. col.& univ.	117,649	144,241	162,761
Total	274,903	345,366	400,868
<b>Degrees conferred:</b>			
	<b>1979-80</b>	<b>1989-90</b>	<b>1999-2000</b>
Sub-baccalaureate cert.	5,382	6,640	10,123
Associate degrees	10,109	10,326	13,316
Baccalaureate degrees	23,688	27,335	35,358
Master's degrees	5,252	6,234	9,681
Doctoral degrees	757	862	1,152
First professional degrees <sup>3</sup>	1,468	1,597	1,951
<i>Law</i>	653	744	838
<i>Dentistry</i>	81	71	78
<i>Pharmacy</i>	-	55	227
<i>Medicine</i>	387	416	419
<i>Veterinary medicine</i>	-	61	73
<i>Theology</i>	347	250	316
<b>Total degrees conferred</b>	<b>46,656</b>	<b>52,994</b>	<b>71,581</b>

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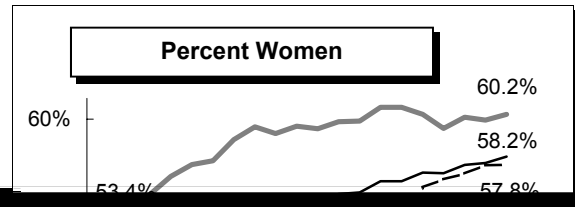
**Increased Participation in Higher Education by Minorities and Women**

Much of the increase in enrollments and degrees conferred in the last two decades is due to the higher rates of college attendance by minorities, women, non-traditional students, and college students returning for post-baccalaureate studies. [Figure II.1](#) and [Figure II.2](#) show minority and female enrollment trends for all higher education sectors in NC (UNC, NC Community College System, private institutions) through fall 2000. Although community college and private institution enrollment analyses were not available for fall 2001 at the time of this printing, UNC figures for fall 2001 were available. In fall 2001, African American enrollment at historically white UNC institutions reached the highest percentage ever, 10.5 percent, up from 10.38 percent in 2000. Overall minority student enrollment at the historically white institutions was 19.9 percent in fall 2001, and non-African American enrollment at historically black institutions was 18.2 percent. Overall fall 2001 female enrollment at UNC constituent institutions was 56.4 percent of the total.

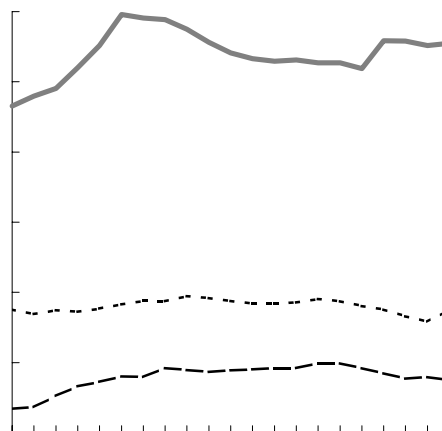
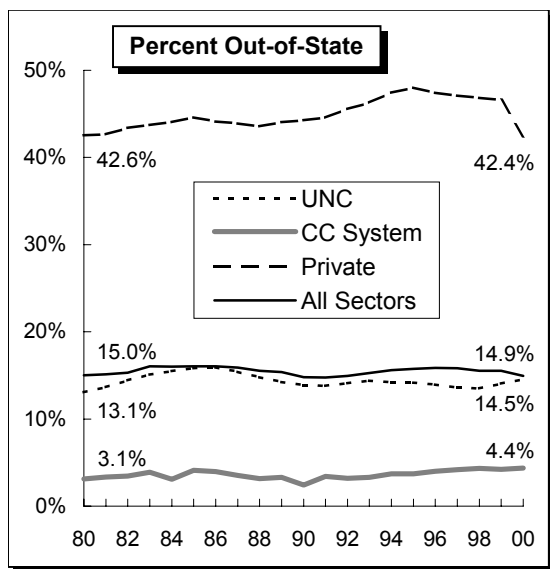
<sup>3</sup> Numbers of first professional degree categories (in italics) are included in the total number of first professional degrees (above).

**Figure II.1. Fall Enrollment Trends (Minority)**

**Figure II.2. Fall Enrollment Trends (Women)**





**Figure II.3. Fall Enrollment Trends (25 & Older)****Figure II.4. Fall Enrollment Trends (Part-Time)****Figure II.5. Fall Enrollment Trends (Out-of-State)**

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**Figure II.6. Fall Enrollment Trends (Graduate/First Professional)**

### ***Strengthened Public School Performance***

A number of measures indicate that North Carolina's public schools continue to improve their performance in preparing students for college. North Carolina's fourth and eighth grade students exceeded both national and regional average scores on the National Assessment of Educational Progress (NAEP) 2000 Mathematics Assessment. North Carolina's fourth and eighth graders showed strong overall performance on NAEP reading and math assessments during the 1990s, and North Carolina was the only state to reduce the achievement gap between its highest and lowest performers according to a report by the National Education Goals Panel (NEGP). The state's new statewide standards for student promotion from grades 3,

5, and 8, as well as for high school graduation, have been recognized by the National Association of State Boards of Education (NASBE) as being in the forefront of education accountability and individualized remediation efforts.

### ***Improved Student Preparation for College***

North Carolina high school graduates are better prepared for college today than they were in the 1980s. Table II.2 compares scores of all North Carolina students taking the SAT to national averages. As Table II.2 shows, the gap between North Carolina and national SAT scores has decreased since 1979-80.

**Table II.2. Recentered SAT Trends in North Carolina and the Nation**

<b>Measures</b>	<b>1979-80</b>	<b>1989-90</b>	<b>1999-2000</b>
<b>North Carolina</b>			
Recentered SAT Avg.	937	951	988
Number of Test-takers	35,563	37,561	43,108
Number of HS Grads	73,725	67,736	66,403 *
Percent Taking SAT	48.2%	55.5%	64.9%
<b>United States</b>			
Recentered SAT Avg.	994	1001	1019
Number of Test-takers	991,514	1,025,523	1,269,228
Number of HS Grads	3,043,000	2,586,000	2,839,000 *
Percent Taking SAT	32.6%	39.7%	44.7%
<b>N.C. vs. U.S. Comparisons</b>			
SAT Difference	-57	-50	-31
N.C. Ave. SAT as a % of U.S. Ave. SAT	94.3%	95.0%	97.0%
*Projected.			

UNC-GA ProgAssess/LRP.AT003A.U/10-16-01

While the nation gained only one point, North Carolina's average total SAT score moved up four points in 2000-2001 from the previous year, continuing the upward trend that the state has experienced since 1989. Average SAT scores for first-time UNC freshmen from North Carolina increased from 1,044 in 1991 to 1,065 in 2001. The higher scores indicate the benefits of students taking more than the minimum number of courses required for graduation in each subject area. As one example of students taking more rigorous courses, the number of public school students taking Advanced Placement (AP) examinations increased by 9 percent to 20,980 students from 1999-2000 to 2000-2001, and the overall number of AP exams taken increased by 11.6 percent over that period.

### III. The Environment for Higher Education

This section highlights the major forces—demographics, information technology, the knowledge revolution, research, internationalization, K-12 education, and health care services—that the University must address during this decade. It describes the implications for higher education in general and particularly for public university systems such as the University of North Carolina. These forces and the challenges and opportunities that they represent inform the strategic directions adopted by the Board of Governors for the period 2002-2007 (Section V).

#### 1. Demographic Changes

*The U.S. population, while continuing to grow through births and immigration, is becoming proportionately smaller compared to the rest of the world's population, and it is becoming older and more diverse ethnically and racially.*

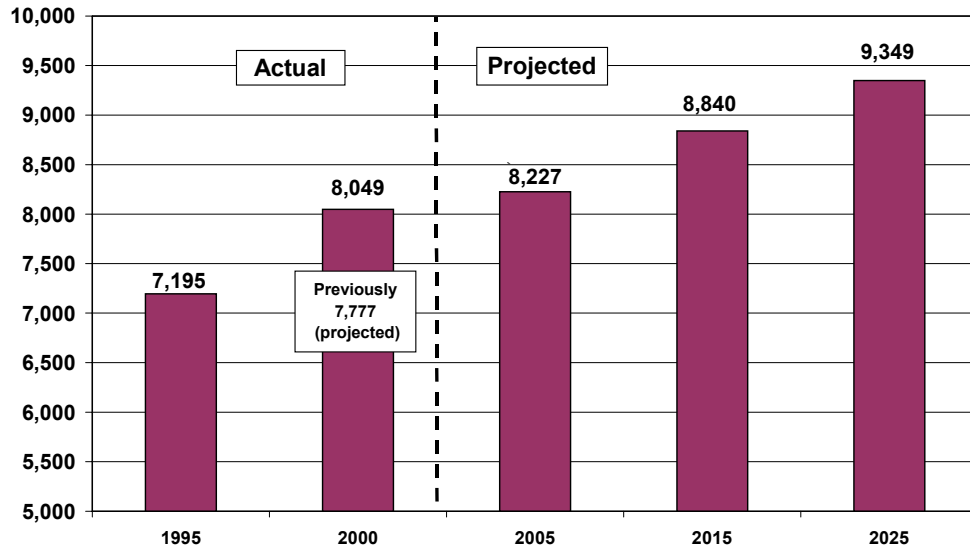
- In Census 2000, 281.4 million people were counted in the United States, a 13.2 percent increase over 1990 and the largest numerical increase in US history. Population growth varied by region, with higher rates in the West (19.7 percent) and South (17.3 percent) compared to 7.9 percent for the Midwest and 5.5 percent for the Northeast.
- Among age groups in the United States, the strongest growth during the next decade will occur within the 35-65 year-old age group, whose members will subsequently inflate the number of persons 65 and older. By 2020, about 18 percent of the U.S. population will be over 65, compared to 14 percent today.
- The number of high school graduates in 2007-08 is projected to reach an historical peak of 3.2 million, exceeding the previous peak reached in 1978-79 by more than two percent.
- Overall, the U.S. population will become increasingly diverse due to changed patterns of immigration and differential birth rates among various racial and ethnic groups. The majority of immigrants to the US in the first half of the 20<sup>th</sup> century came from European countries, whereas the majority of immigrants in recent years have come from Asia and Latin America. By 2020, Hispanics will constitute 16 percent of the U.S. population and African Americans 13 percent.

*North Carolina's population will continue to exceed the national average in growth rate and will become more diverse. The state is outpacing growth and level of diversity projected by the Census Bureau in 1995.*

- Although North Carolina ranks eleventh in total population, it was sixth in population increase in Census 2000—a 21.4 percent increase over its 1990 population. Only California, Texas, Florida, Georgia, and Arizona had greater growth.
- Nearly a quarter of North Carolina's population is 18 years old or younger (24.4 percent), and 12 percent of its population is 65 or older.
- The state has a larger percentage of African American (21.6 percent) and American Indian (1.2 percent) residents than the national average (12.3 percent and 0.9 percent). It has a lower proportion of white (72.1 percent compared to 75.1 percent), Asian (1.4 percent compared to 3.6 percent), and Hispanic (4.7 percent compared to 12.5 percent) residents than the national average.
- North Carolina's population was projected by the Census Bureau to grow from 7,777,000 in 2000 to 8,840,000 by 2015—a 13.7 percent increase. This compares with a projected 12.9 percent increase for the total U.S. population. [Figure III.1](#) shows that North Carolina's

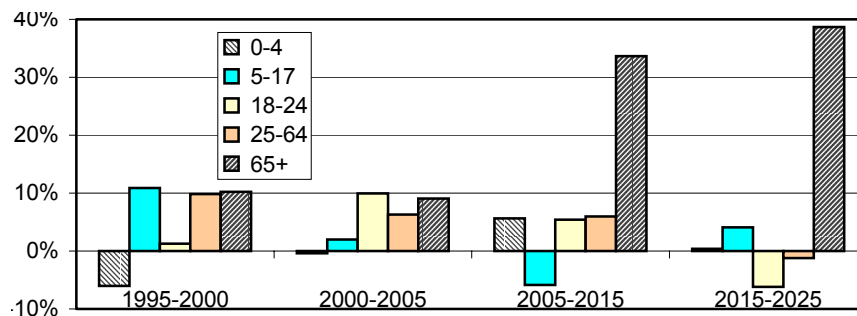
Census 2000 population (8,049,000) exceeded its previously projected population for that year (7,777,000) by 272,000. As new population projections are developed based on Census 2000 data, it is probable that those projections will exceed those for North Carolina shown in Figure III.1.

**Figure III.1. Projected Growth in North Carolina's Population (in 1,000s): 1995-2025<sup>4</sup>**



- Figure III.2 shows projected percentage changes in various age groups for North Carolina. Particularly noteworthy is the growth of the 5-17 age group from 1995 to 2000. These individuals (the “baby boom echo”) are typically the children of the “baby boomers” born between 1946 and 1964. As they grow older, the traditional college age group (18-24) becomes the fastest growing age group during this first half of this decade. By the end of the decade, the 65 and older age group will be the fastest growing age segment as the baby boomers begin to reach retirement age.

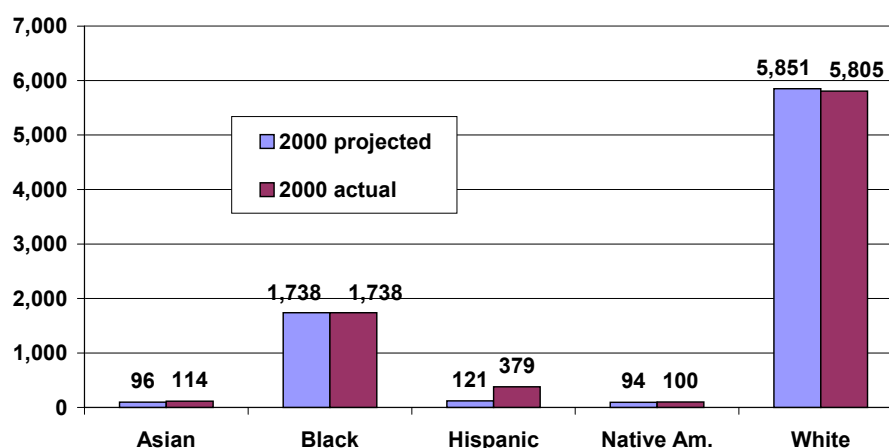
**Figure III.2. Percentage Change in North Carolina's Population by Age Group 1995-2000, 2000-2005, 2005-2015, 2015-2025<sup>5</sup>**



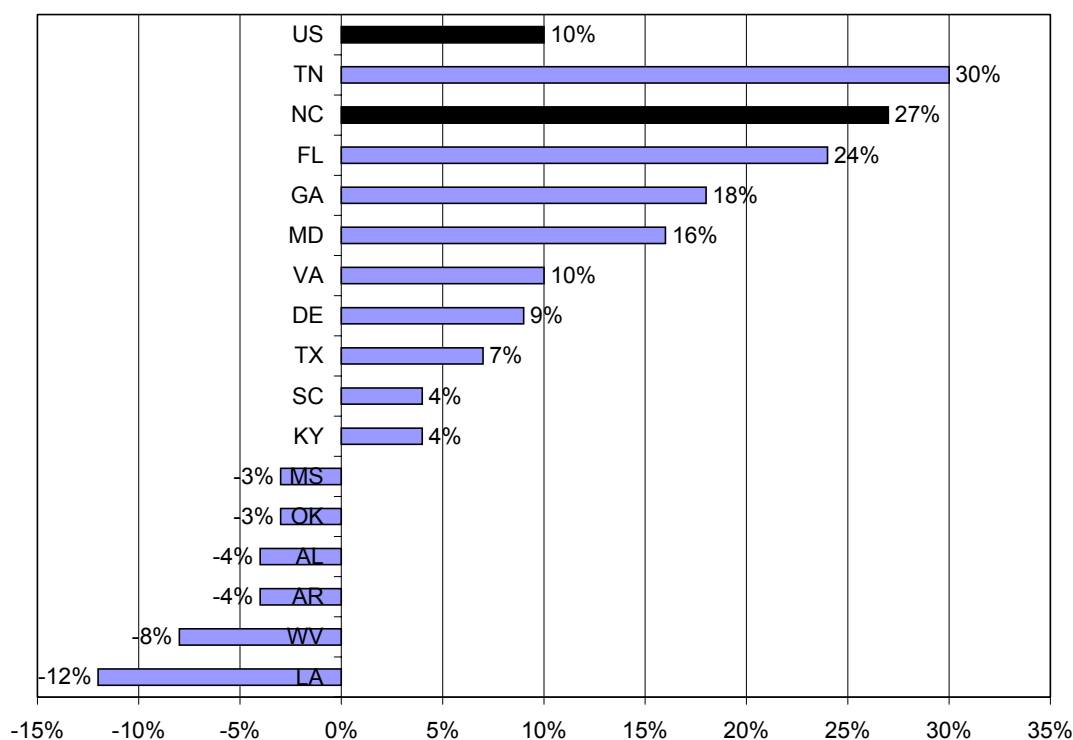
- It is likely that North Carolina will become a more racially and ethnically diverse state than has previously been projected by the Census Bureau. Figure III.3 shows North Carolina's 2000 population by racial and ethnic group as projected by the U.S. Census Bureau in 1995 compared with the actual 2000 Census findings. The white population is somewhat smaller than was projected, while the Hispanic population counted in Census 2000 already exceeds the number originally projected for 2025.

<sup>4</sup> U.S. Census Bureau

<sup>5</sup> *Ibid*

**Figure III.3. Projected and Actual Comparisons of North Carolina's Population (in 1,000s)<sup>6</sup>**

- Between 2000-2001 and 2009-2010, North Carolina will experience a 27 percent increase in high school graduates. Figure III.4 shows that North Carolina is projected to have the second highest growth in high school graduates in the 16-state Southern Regional Education Board (SREB) region—a growth rate almost three times the projected national average.

**Figure III.4. Projected Changes in Public High School Graduates: 2001 to 2010<sup>7</sup>**

- As in the recent past, most of North Carolina's population increase is expected to come from in-state births and domestic in-migration, as opposed to international immigration. As various businesses and industries have relocated to North Carolina in the last decade, they have brought a number of employees from other states with them. More recently,

<sup>6</sup> *Ibid*<sup>7</sup> National Center for Educational Statistics

North Carolina has experienced substantial in-migration of workers, largely Hispanic, in labor-intensive industries such as manufacturing and agriculture.

- Different regions of North Carolina will have differential rates of growth, with urbanized areas in the Piedmont or near interstate highways and coastal and mountain counties growing faster than more rural counties.

### **Implications of Demographic Changes**

*Many states, North Carolina among them, will be challenged to accommodate a substantial increase in traditional college-age students and, at the same time, serve the needs for continuous learning on the part of nontraditional students.*

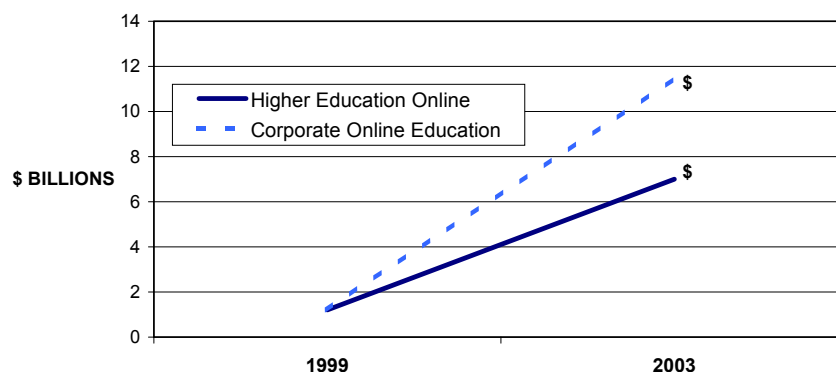
- College attendance will surge, and a large percentage of the enrollment increase will be full-time undergraduates. Demands for distance education will continue to increase as place-bound working adults seek baccalaureate and advanced degrees to make them more competitive in the workforce.
- The baby boomers (born between 1946 and 1964) are the best-educated generation in American history. They are accustomed to having their needs met on their own terms. They can be expected to demand increased educational opportunities, whether for career advancement, second careers in retirement, or personal enrichment.
- Although a robust economy produced prosperity for higher education in the late 1990s, North Carolina will be challenged to maintain that level of funding and support the anticipated growth in enrollments should the economy continue its current decline.
- These demographic trends will have an impact on the University's strategic goals of ensuring access to higher education for all qualified state residents and supporting education in K-12 schools. Enrollment growth will continue throughout this decade, and there will be greater diversity in the student population.

## **2. Innovation and Change: The Impact of Information Technology**

*Advances in information technology have created a global community that is both increasingly interdependent and competitive.*

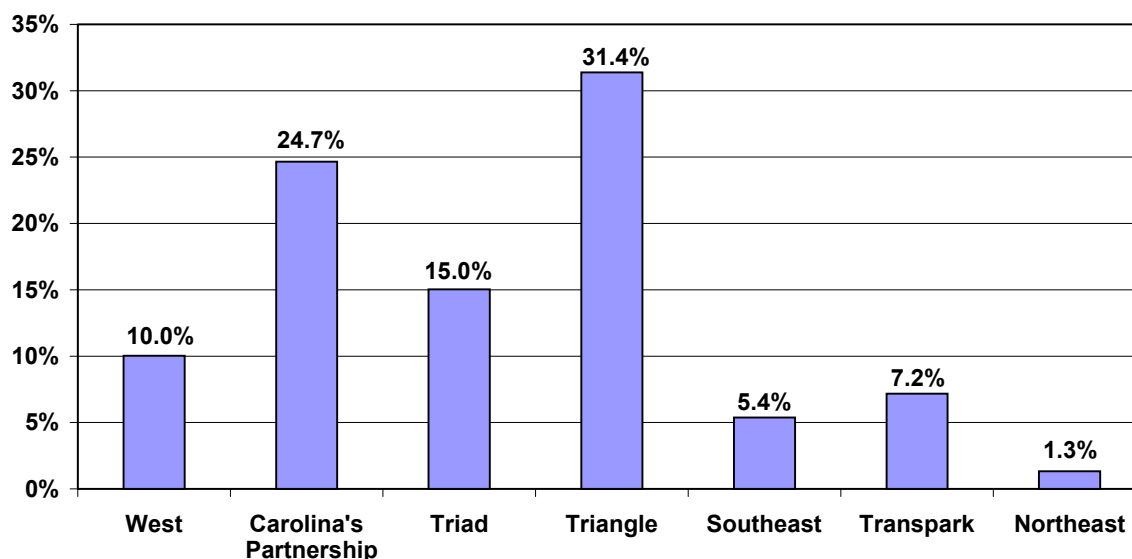
- Innovations in computerization, telecommunications, miniaturization, compression technology, and digitization have resulted in declining costs and expanded availability of information technology globally.
- These innovations have greatly increased the speed, distance, and amounts of information that can be transmitted and which flow freely across boundaries.
- Forecasts by Merrill Lynch (Figure III.5) predict on-line learning in higher education to expand at a compounded annual growth rate of 55 percent over the period between 1999 and 2003, expanding from a \$1.2 billion industry in 1999 to \$7 billion in 2003.

**Figure III.5. U.S. Online Education Growth Projections (Merrill Lynch, 2000)**



- Technological innovations have created a faster, more open, and more complex global marketplace with increased efficiencies and economies of scale.
- The Census Bureau reports that revenues for the nation's information sector increased by 11 percent between 1999 and 2000, from \$774 billion to \$858 billion. Revenues from online information services increased 48 percent during that time, and wireless telecommunications revenues increased by 25 percent.
- Global competition has intensified enormously in terms of the quality, price, and source of products and services and the speed at which they can be delivered. This requires North Carolina to have an educated and well-trained workforce that can participate and compete effectively in this new environment.
- North Carolina workforce participation in the information economy is unevenly distributed across the state. All regions of the state must benefit from the opportunities that higher education offers for progress. As Figure III.6 illustrates, much of North Carolina's information technology workforce is located in two of the state's seven economic development regions: the Research Triangle region and the Carolina's Partnership (metropolitan Charlotte area) region.

**Figure III.6. North Carolina's Information Technology Workforce: 1999<sup>8</sup>**



- Technological advances are strengthening a consumerism that demands convenience and responsiveness to consumer needs and interests. This will correspond with increased citizen expectations for availability of higher education programs at times, locations, and delivery formats that meet the needs of a wide range of adult learners.
- The pace of innovation and change will require a streamlining of bureaucratic procedures and regulations and the creation of more efficient organizational structures.
- Competitive organizations will reward employees for their knowledge and skills; employees, with greater loyalty to their careers than a specific employer, will prefer guarantees of lifetime education to lifetime employment. Many will choose to work as contract employees.
- The rate of change, competitive pressures, and heightened specialization will require organizational focus, outsourcing, collaboration, and the development of strategic alliances based on shared interests and complementary strengths.

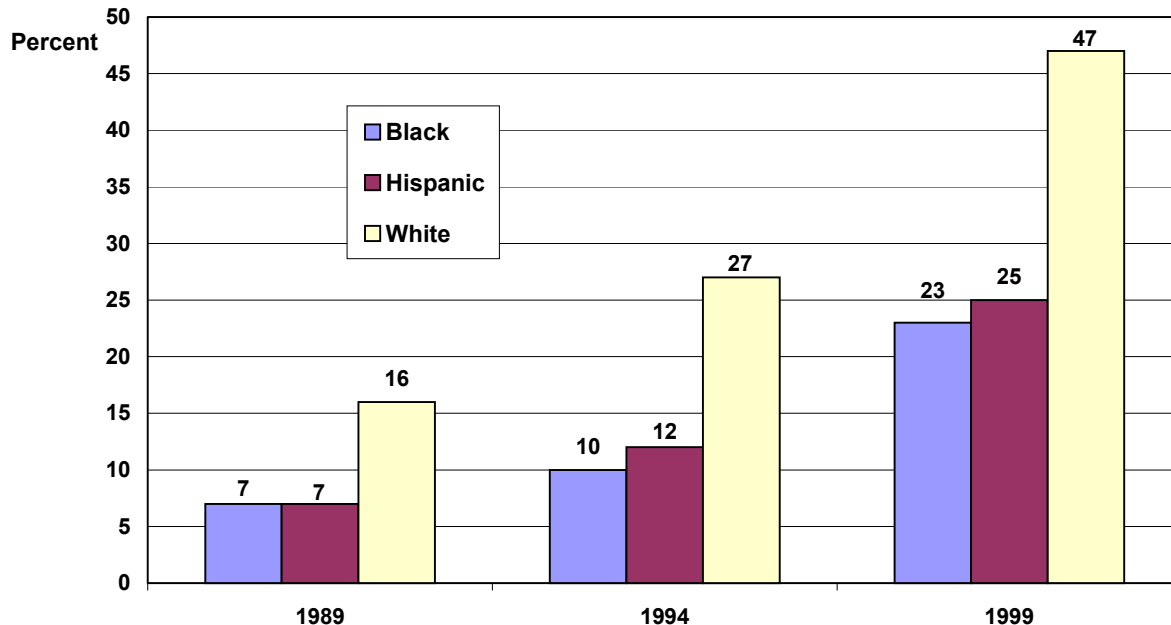
<sup>8</sup> N.C. Department of Commerce

### ***Implications of Innovation and Change: The Impact of Information Technology***

*Information technology has a crucial role to play in assuring North Carolina's economic and educational competitiveness. To meet the demands of economic competition in the information economy, North Carolina requires a well-educated, well-trained workforce and a university system that has the resources to lead the state in application of information technology solutions.*

- Employment in information technology industries is expected to nearly double over the two decades from 1986 to 2006. Such industries will not locate in regions where the local workforce is inadequately prepared, both in terms of general educational level and specific technological skills.
- Not only is there regional disparity in North Carolina's participation in the information economy, but a "digital divide" also exists along racial, ethnic, and income lines (Figure III.7). If all citizens of the state are to participate in and benefit from the knowledge economy, the University must be committed to helping to close this divide.

**Figure III.7. Levels of U.S. PC Ownership by Race/Ethnic Origin<sup>9</sup>**



- To address North Carolina's educational and economic needs, the University must offer campus-based and distance degree programs that produce the teachers, business leaders, scientists, engineers, health professionals, and others who are necessary to support economic development of a region. Advances in information technology must be employed to enable the University to accomplish this goal effectively and efficiently.
- In addition to offering a variety of educational opportunities that address needs throughout the state, the University must partner with the North Carolina Community College System and the public schools in applying information technology to address state needs.
- A first requirement for supporting North Carolina in this manner is to ensure that UNC institutions are providing their students and faculty with the appropriate information technology resources needed to prepare them for this leadership.
- Acquisition and deployment of these resources requires not only significant financial investment by the state but also careful attention to numerous organizational and

<sup>9</sup> Southern Growth Policies Board, 2000



administrative issues that arise. Table III.1 presents a list of issues that were mentioned most often in a 2001 membership survey by EDUCAUSE, a national higher education organization that provides leadership on information technology issues.

**Table III.1. 2001 EDUCAUSE Higher Education Survey on Key Information Technology Issues**

<b>Issues mentioned in all areas:</b>	<b>Key challenges for Information Technology leaders:</b>	<b>Emerging challenges:</b>
<ul style="list-style-type: none"> <li>• Administrative systems and enterprise resource planning</li> <li>• IT staffing and human resources management</li> <li>• Distance education</li> </ul>	<ul style="list-style-type: none"> <li>• Change management</li> <li>• IT organization and service delivery models</li> <li>• Leadership for IT</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging network technologies</li> <li>• Security management</li> <li>• Ubiquitous computing and universal access</li> </ul>

*Institutions of higher education will experience fierce competition both from their traditional peers and from alternative providers and delivery mechanisms.*

- The educational needs of a knowledge economy, contrasted with the deliberate pace characteristic of most colleges and universities, are creating opportunities for more nimble and innovative providers to enter the market.
- To meet the need, new institutional models are emerging—for-profit and proprietary institutions, “educational brokerages,” clearinghouses and certification agencies.
- Faced with competition from new education providers who will focus on the most profitable markets and realize economies of scale through mass marketing of courseware, traditional institutions of higher education (especially those in the public sector) will be under increased pressure to reduce their costs and increase their productivity. Should alternative providers succeed in capturing their large and most profitable markets (e.g., the MBA), such institutions will find it even more costly to support high cost/low demand programs (e.g., the liberal arts, doctoral degrees).
- Owing to the impact of technology and globalization, education in the 21<sup>st</sup> century will change significantly in terms of delivery systems, teaching and learning methodologies, and the nature and number of educational providers. Examples include change from a faculty-centered to a learner-centered environment, greater reliance on interactive and collaborative learning, greater focus on learning outcomes and competencies, and delivery of education “anytime, anywhere.”
- Higher education, especially public higher education, will be subject to changing and heightened expectations both from the state (e.g., economic development, solution of societal and environmental problems) and from the public (e.g., a more “service, client-centered” orientation coupled with broad access to a quality, affordable, and convenient education).

### **3. The Knowledge Revolution**

*Higher education has never been of greater importance to society and the economy. Knowledge will be to the 21<sup>st</sup> century what natural resources and manufacturing were to the 20<sup>th</sup> century.*

- Education, more than ever before, will be the strategic resource for ensuring economic growth and individual income, a stable and democratic society, and quality of life. [Table III.2](#) and [Table III.3](#) illustrate this relationship.

**Table III.2. Median Earnings & Unemployment Rates for Full-Time Workers Age 25 & Over by Educational Attainment<sup>10</sup>**

Education Attained	Median Earnings (2000)	Unemployment Rate (1998)
Professional degree	\$72,393	1.4%
Doctorate	\$63,600	1.3%
Master's degree	\$48,971	1.6%
Bachelor's degree	\$40,312	1.9%
Associate degree	\$30,773	2.5%
Some college, no degree	\$27,696	3.2%
High school graduate	\$24,264	4.1%
Less than high school diploma	\$17,337	7.1%

**Table III.3. Correlates of Educational Attainment (by percent)<sup>11</sup>**

Baccalaureate Degree Activity	Some H.S.	H.S. Graduate	Some College	or More
Attendance at various arts activities	11.5	19.6	25.2	35.9
Participation in exercise program	39	55	71	75
Read newspaper at least once a week	71	85	89	91
Read one or more magazines regularly	66	86	89	94
Read any books in last six months	42	57	74	83
Correctly answer questions about government	15	43	67	84
Voted in presidential election (1996)	38.8	51.7	63.1	77.0
Participate in ongoing community service	19	33	44	52

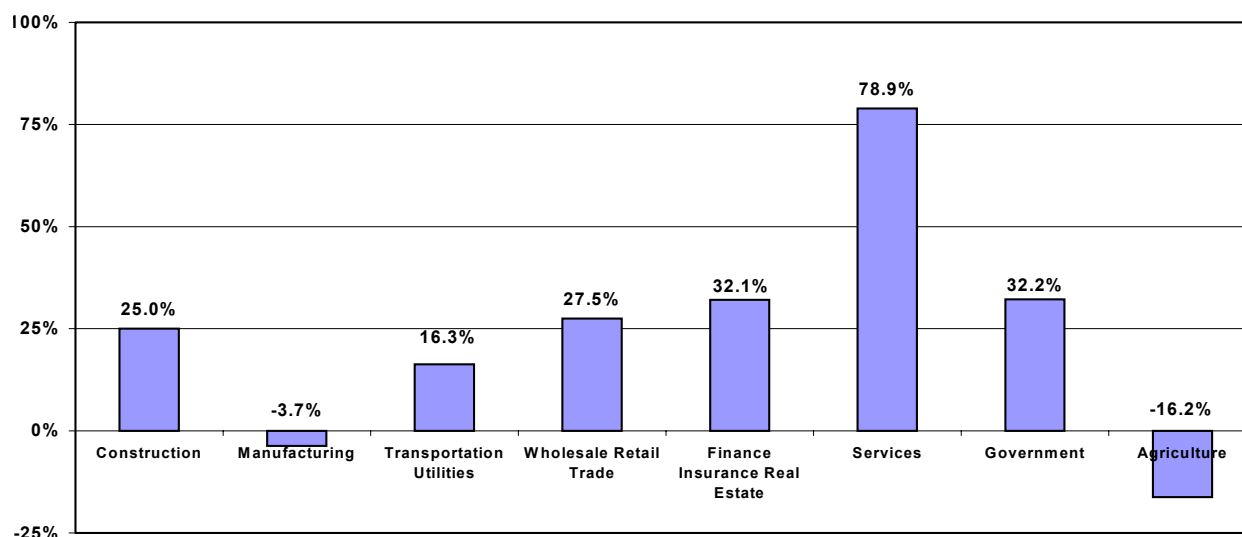
- More than two-thirds of the jobs being created in the fastest-growing sectors of the U.S. economy—office jobs (e.g., legal and financial services, sales and marketing, accounting, managerial and editorial positions), health care, and teaching—now require a college education. Table III.4 shows that the ten fastest growing occupations during this decade will require advanced education.

**Table III.4. The Ten U.S. Occupations with the Fastest Projected Employment Growth: 1998-2008<sup>12</sup>**

Occupation	Growth (1,000's)	Growth (percent)	Occupation	Growth (1,000's)	Growth (percent)
Computer engineers	323	108%	Paralegals and legal assistants	84	62%
Computer support	439	102%	Personal & home care aides	433	58%
Systems analysts	577	94%	Medical assistants	146	58%
Database administrators	67	77%	Social services	141	53%
Desktop publishing	19	73%	Physician assistants	32	48%

- Technological innovations and global competition are causing jobs in agriculture and manufacturing to fall, while increasing the skill level necessary for many that remain (Figure III.8).

<sup>10</sup> U.S. Bureau of Labor Statistics<sup>11</sup> *Postsecondary Education Opportunity*, No. 81, March 1999<sup>12</sup> U.S. Bureau of Labor Statistics

**Figure III.8. Percent Change in N.C. Employment by Sector: 1988-1998<sup>13</sup>**

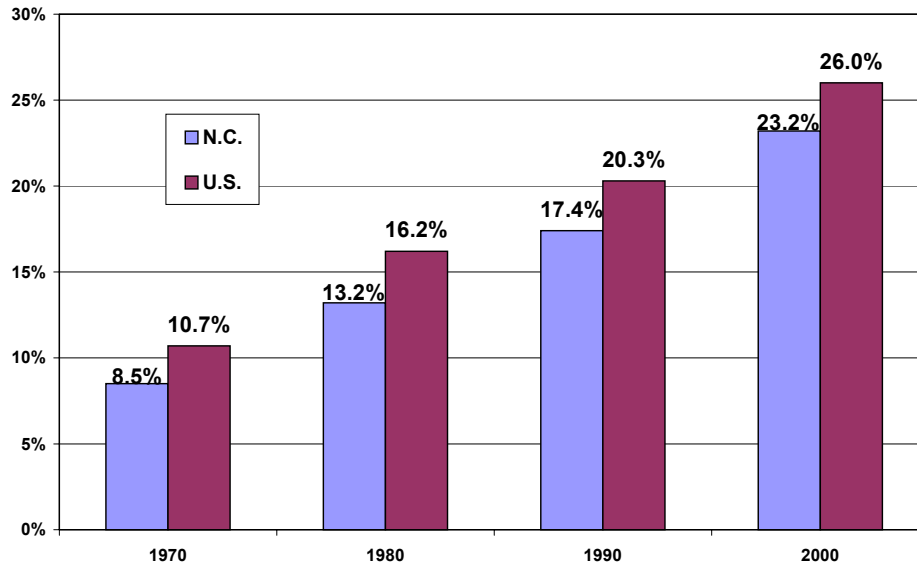
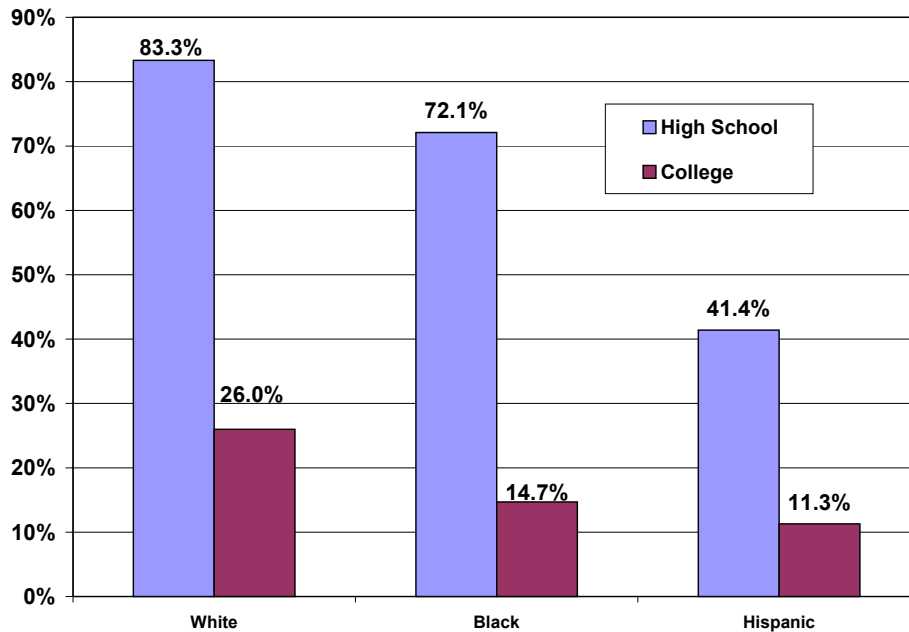
- In 2000 the largest North Carolina industries in terms of personal income earnings were services (23.7 percent), state and local government (12.1 percent), and durable goods manufacturing (11.1 percent). From 1990 to 2000, the slowest growing earnings income sector was nondurable goods manufacturing, and the fastest growing was the finance, insurance, and real estate sector.
- Low-wage services jobs, which comprise about 20 percent of all U.S. jobs, have held steady since the 1950s and are not expected to become more plentiful.
- The demand for specific vocational skills is giving way to a growing need for “knowledge workers” with mathematical and verbal reasoning ability, analytical, problem-solving and interpersonal skills, and the ability to communicate, coordinate, manage, and work in teams.

### ***Implications of the Knowledge Revolution***

*Continuous education will be the hallmark of careers in the new economy. The two-year or four-year degree will be replaced by the “99-year” degree, as the knowledge and skills required for jobs, and the jobs themselves, will change at an unparalleled rate.*

- With just 26 percent of the 25-and-older population having a bachelor’s degree or better and 65 percent of new jobs requiring higher skills, the U.S. has an “under-degreed” adult population.
- This is particularly true in North Carolina where the percentage of adults with at least a bachelor’s degree is just 23.2 percent (Figure III.9) compared to a national average of 26 percent, with a large gap in educational attainment among racial and ethnic groups in the state (Figure III.10). In 2000, 26 percent of white North Carolinians had attained a four-year degree or higher, compared to 14.7 percent of blacks and 11.3 percent of Hispanics. (Comparable data for American Indians were not available.)

<sup>13</sup> U.S. Bureau of Economic Analysis

**Figure III.9. N.C. and U.S. Percentage of College Graduates, Persons 25 and Older: 1970-2000<sup>14</sup>****Figure III.10. Educational Attainment by North Carolinians Age 18 & Older by Race/Ethnicity: 2000<sup>15</sup>**

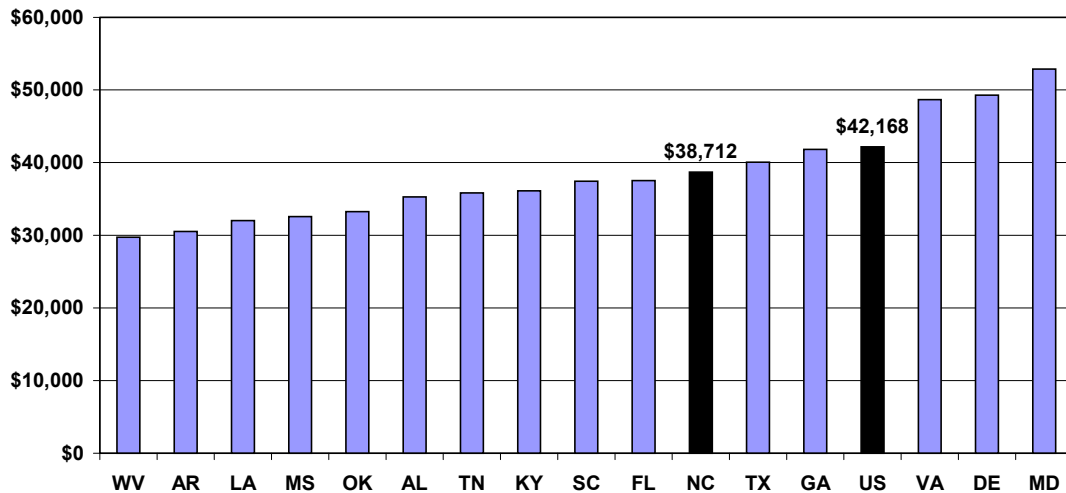
- Nevertheless, North Carolina is making progress in educational attainment. In 1990, 53.7 percent of recent North Carolina high school graduates were attending college as compared to a national average of 59.9 percent. By 2000, the percentage of recent North Carolina high school graduates attending college had surpassed the national average, 64.9 percent for North Carolina compared to a national average of 63.3 percent.
- In 2000, 23.3 percent of males 18 and older in North Carolina had a four-year college degree or were enrolled in college, compared to 23.2 percent of females. However, female

<sup>14</sup> U.S. Census Bureau<sup>15</sup> *Ibid*

higher education enrollments in North Carolina were 58.2 percent of the total in 2000, so the lower female educational attainment is likely to vanish soon, possibly to be replaced by lower educational attainment by males.

- In fall 2001, the UNC college going-rate among first-time freshmen was 30.9 percent for whites, 29.4 percent for blacks, 29.6 percent for American Indians, 24.9 percent for Hispanics, and 44.4 percent for Asians. The state is making strides in closing the racial/ethnic educational attainment gap although substantial progress remains to be made.
- As North Carolina has raised the educational attainment of its people, it has also narrowed the gap between North Carolina and the U.S. in average income. However, North Carolina's median household income is just 91.8 percent of the national average (Figure III.11).

**Figure III.11. Median Household Income for N.C., Southern States, and the U.S.: 2000<sup>16</sup>**



- Just as educational attainment is not evenly distributed throughout the population, so too with respect to one of the outcomes of educational attainment—employment in good-paying jobs. Unemployment, and the accompanying poverty, varies significantly among the various regions of the state.
- All of the above measures of educational attainment and economic prosperity have implications for the University as it develops its strategic directions that address access and diversity, intellectual capital formation, and K-12 schools.

#### 4. Advances in Research

*Advances in human knowledge, information technology, and telecommunications have made possible the rapid dissemination and exchange of information and vastly increased the pace of new discoveries.*

- The volume and interconnectedness of human knowledge continue to expand exponentially. A broad understanding of our society and the world will be necessary to evaluate a torrent of information and make informed choices that impact our personal lives and the world.
- As a consequence, the value of education and of “lifelong learning” will rise dramatically. Learning and degrees will need to be “refreshed” continuously.
- This need is producing a revolution in the “discovery and learning business.”

<sup>16</sup> U.S. Census Bureau

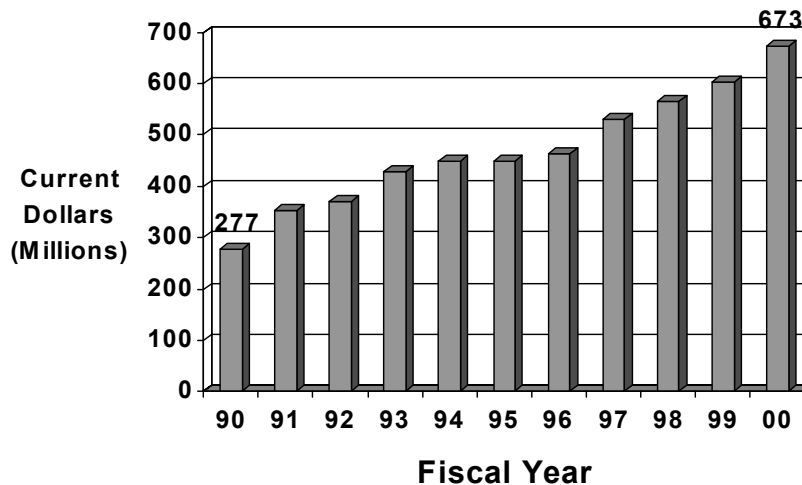
- The key to wealth and prosperity will be not only land or natural resources, but the availability and creative use of information to produce and apply knowledge.
- Recent Nobel Prize-winning research indicates that the largest portion of economic growth comes from technological change, not bulk products.
- University research is a primary wellspring for innovation and benefits to society; it accounts for more than half of the papers cited on U.S. patents.
- The next generation of scientists, educators and leaders in government and industry will be the prime movers behind the health of our economy, the well being of our citizens, and America's role in the world.

### ***Implications of Advances in Research***

*UNC constituent institutions must prepare North Carolina for the demands of the knowledge revolution by conducting research and public service activities that benefit the citizens and the economy of the state.*

- Because state support is limited, university personnel seek sponsored program support from funding sources such as the federal government, foundations, and business and industry to conduct scholarly, professional, and creative activities.
- Between 1990 and 2000, the value of awards to UNC sponsored programs increased from \$277 million to \$673 million, or 143 percent (Figure III.12).

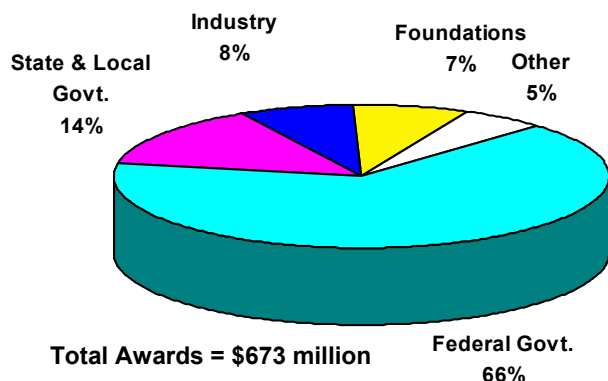
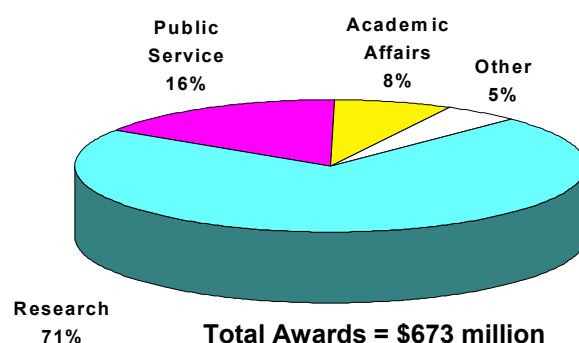
**Figure III.12. UNC Sponsored Program Awards, FY 1990-2000**



- This high rate of growth is largely attributable to its increasing share of federal government support. UNC now ranks third among all public university systems in federal support of research and development (R&D) to academic institutions, behind only California and Texas (Table III.5). Federally funded sponsored programs account for two-thirds of the University's awards (Figure III.13).
- UNC sponsored program awards help fulfill the University's diverse three-part mission: instruction, research, and public service. The distribution of awards across these activities reflects both the missions of the constituent institutions and the availability of funding for sponsored programs (Figure III.14).

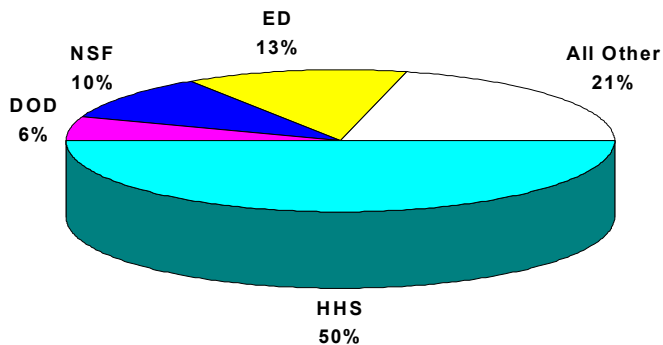
**Table III.5. Federal Funding for Science & Engineering to Systems of Universities & Colleges, FY 1999<sup>17</sup>**

University System	Federal Funds
1. U of California System	\$1,520M
2. U of Texas System	\$570M
<b>3. U of North Carolina System</b>	<b>\$361M</b>
4. U of Illinois System	\$300M
5. Columbia U System	\$300M
6. U of Wisconsin System	\$294M
7. State U System of Florida	\$278M
8. U of Maryland System	\$253M
9. U & St Col Arizona System	\$229M
10. U of Alabama System	\$225M

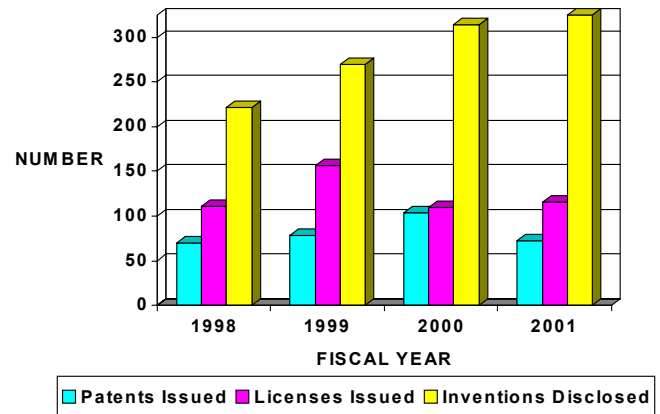
**Figure III.13. UNC Sponsored Program Awards by Sponsor, FY 2000****Figure III.14. UNC Sponsored Program Awards by Purpose Category, FY 2000**

- The Department of Health and Human Services (HHS) accounts for half of the federally funded sponsored program awards to UNC; these awards make possible medical discoveries such as drug treatments, vaccines, medical procedures, and devices that improve human health. The National Science Foundation and other federal departments, such as Education and Defense, account for the remaining half of federally funded sponsored program awards to UNC; these awards support research, instruction, and public service activities in all University disciplines (Figure III.15).
- A new and growing measure of the impact of the knowledge revolution is the transfer of new University technologies of economic benefit to the state and nation through activity in patenting, licensing, and invention disclosures. University inventions often become licensed to existing companies or lead to the establishment of start-up companies that commercialize, market, and manufacture new technologies (Figure III.16). Technology development initiatives funded by the National Science Foundation and the Office of the President have led to campus-wide technology transfer assessments and new partnerships with the Research Triangle Institute, the Technology Development Authority, and the Small Business and Technology Development Center. These new partnerships have expanded UNC's capabilities to capitalize on funded research, new inventions, and business start-ups.

<sup>17</sup> National Science Foundation (latest data available)

**Figure III.15. UNC Sponsored Program Awards by Federal Sponsor, FY 2000**

**Federal Funds to UNC = \$441 million**

**Figure III.16. UNC Technology Transfer Activities, FY 1998-2001**

## 5. Internationalization

*Globalization will be an increasingly important factor in the educational and economic development of North Carolina, and the state is strengthened as it develops the capacity to compete in an international market place. National and world events during fall 2001 make it clearer than ever that we are one global community. Higher education has a crucial role to play in promoting an international perspective on political, economic, social, and environmental issues.*

- In April 2000, President Clinton called on the U.S. Departments of State and Education to develop “a coherent and coordinated international education strategy” that “will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.”
- American universities are more international than ever. In 2000-2001, more than 547,000 students from other countries were studying in American universities (Table III.6). Universities employ growing numbers of faculty and staff from around the world.
- The number of Americans studying abroad has doubled in the last decade; more than 143,000 students earned college credits abroad in 2000-2001 (Table III.7).

**Table III.6. International Students in U.S. Universities, by Place of Origin: 2000-2001<sup>18</sup>**

Place of Origin	Number
China	59,939
India	54,664
Japan	46,497
Korea, Republic of	45,685
Taiwan	28,566
Canada	25,279
Indonesia	11,625
Thailand	11,187
Turkey	10,983
Mexico	10,670

**Table III.7. Host Regions of U.S. Study Abroad Students<sup>19</sup>**

	1999-2000	Percent
Africa	3,969	2.8
Asia	8,834	6.2
Europe	89,593	62.4
Latin America	20,116	14.0
Middle East	4,127	2.9
North America	1,342	0.9
Oceania	7,231	5.0
Multiple Regions	8,373	5.8
<b>Total Students</b>	<b>143,590</b>	<b>100.0</b>

<sup>18</sup> Institute of International Education

<sup>19</sup> *Ibid*



- North Carolina is the tenth largest exporting state in the U.S. Total exports in 2000 amounted to \$17.9 billion. Table III.8 lists the leading countries that are recipients of North Carolina exports and the state's leading exports in 2000.

**Table III.8. North Carolina's Exports: 2000<sup>20</sup>**

<b>Leading Recipients of N.C. Exports</b>	<b>Leading N.C. Exports</b>	
Canada (24.9%)	Industrial machinery & equipment (\$3.1B)	Transportation equipment (\$0.8B)
Japan (9.7%)	Electrical machinery (\$2.4B)	Plastic (\$0.6B)
Mexico (7.6%)	Tobacco (\$1.6B)	Cotton, yarn, fabric (\$0.5B)
United Kingdom (5.7%)	Optic (\$1.4B)	Pharmaceutical (\$0.4B)
Germany (4.7%)	Knit apparel (\$0.9B)	Woodpulp (\$0.4B)

- Global competition is one of the most significant forces of change in the last decade for business. Nearly three-quarters of American goods manufactured today are subject to competition from abroad.
- Overall, foreign trade accounts for nearly one quarter of America's gross domestic product—well over \$1 trillion a year.
- In a September 2000 survey by the American Council on Education, 84.7 percent of respondents said that to compete successfully in a global economy students must speak a foreign language, 92 percent said they must understand other cultures and customs, and 89.4 percent said they must know about international issues and events.

### ***Implications of Internationalization in Higher Education***

*UNC has an important role to play in maintaining North Carolina's competitiveness in a global economy by preparing students to function effectively in the international arena and by promoting strategies for raising the state's profile in the international community.*

- The University must provide opportunities for students to have direct contact with other cultures in travel, study abroad and student exchange programs, giving these students broadened personal experience as well as special academic training.
- By enrolling qualified students from other countries at all degree levels in sufficient numbers and geographic diversity, by providing them with appropriate academic and social support, and by offering a broad range of intercultural programs, the University enables both international and American students to appreciate and understand differences and similarities among nationalities.
- UNC constituent institutions must maintain vigorous foreign language programs to prepare students to communicate more effectively in international environments and to enhance their understanding of other cultures.
- Higher education must encourage and support the development of an international dimension to the teaching, research, and service of faculty by recognizing such activities in the regular reward systems, by allocating resources to support their development, and by establishing and facilitating faculty exchanges and collaborative programs with international institutions.
- The University must attract international scholars to teach languages in UNC institutions as well as international students who can teach languages in North Carolina public schools.

<sup>20</sup> N.C. Department of Commerce

- UNC international public service and research programs must draw upon the expertise and international experience of faculty to help other countries address critical educational, social, and economic needs.
- The University must work collaboratively with business and industry, community leaders, and educators to promote cultural awareness, increase understanding, and find new ways to address social, economic, and educational problems from a global perspective.
- Higher education must affirm that international education, like other forms of learning, is a lifelong process that takes place outside the University as well as within. The University has a special obligation to make its expertise available to state agencies, public schools, and diverse segments of the North Carolina public in promoting greater understanding of global issues and events.

## **6. Public Schools—K-12 Education**

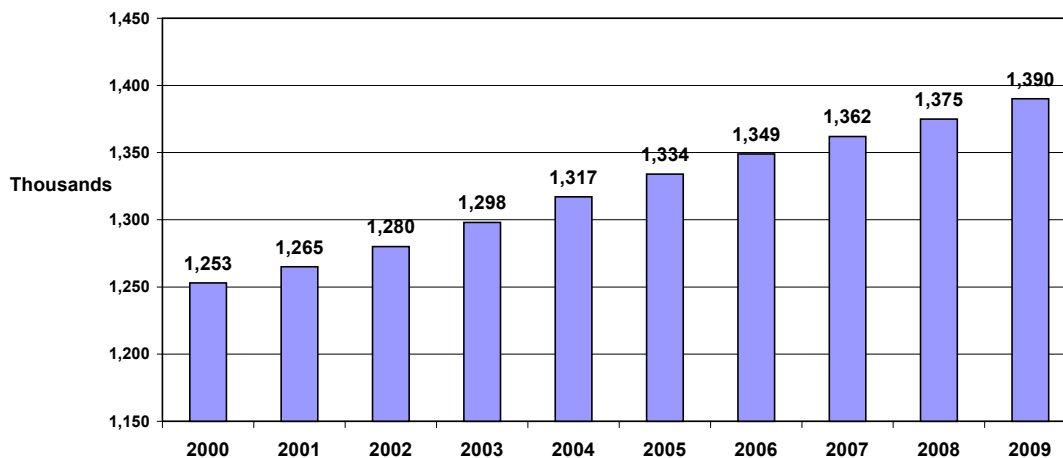
*Growth in K-12 school enrollments, changes in the teaching workforce, and the overall success of public schools in preparing students for higher education and for the workforce will have a significant impact on the nation's economic progress.*

### **Educational goals**

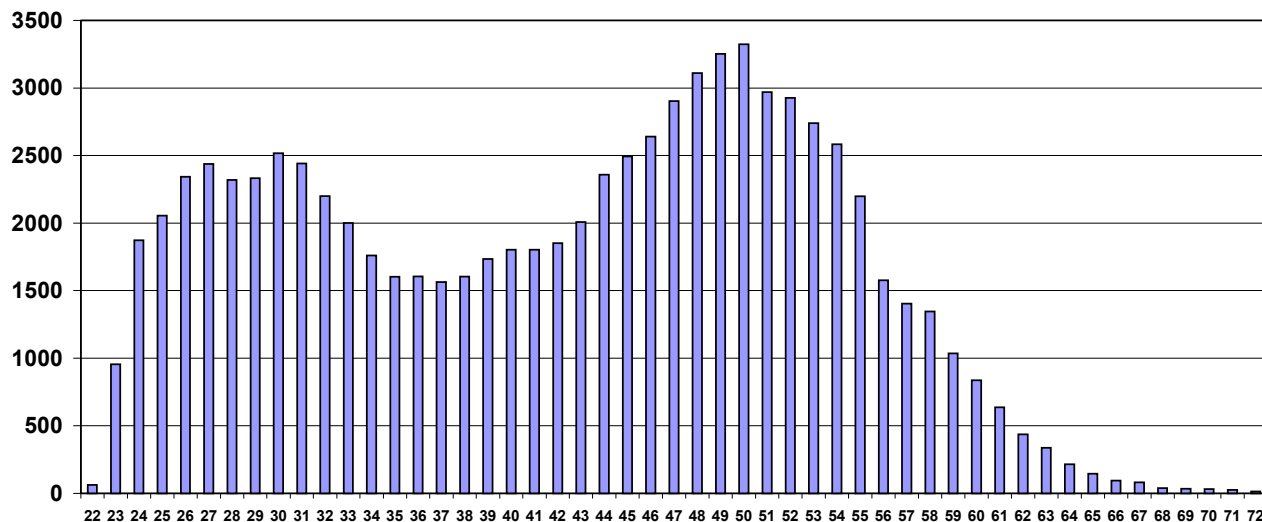
- In *Measuring Up 2000*, a report by the National Center for Public Policy and Higher Education, North Carolina was given a grade of B for preparation of students for higher education. The report noted that North Carolina has made significant progress in the number of 18-24 year-olds with a high school credential, the percentage of high school students taking upper level math and science courses, and the percentage of eighth graders scoring at or above “proficient” on the national assessment exam. However, progress remains to be made.
- The North Carolina Education Cabinet has set goals to make North Carolina “First In America” by 2010. Goals have been set for: high student performance; every child ready to learn; safe, orderly, and caring schools; quality teachers and administrators; and strong family, business, and community support. To achieve these goals, a number of issues must be addressed:

### **Growth in School Enrollments**

- Demographic trends noted above create developments in the public schools that become change drivers for higher education. From 1990 to 2000, North Carolina's population grew by 1.42 million from 6.6 million to over 8 million (21.4 percent). The effect of this growth on education was dramatic: the kindergarten and elementary age population grew by 25 percent, and the high school age group grew by 13 percent.
- Enrollments in North Carolina public schools will continue to expand and become more diverse in the future. The N.C. Department of Public Instruction projects public school enrollment will grow to about 1.39 million students (excluding charter schools) in the 2009-2010 school year, an increase of more than 11 percent from 1.25 million in the 2000-2001 school year ([Figure III.17](#)).
- Students will be more diverse ethnically and racially than in the past. Over the 20 year period from 2000 to 2020, the N.C. Office of State Planning projects that the growth of minorities is expected to exceed that of the majority population: 51 percent to 30 percent.

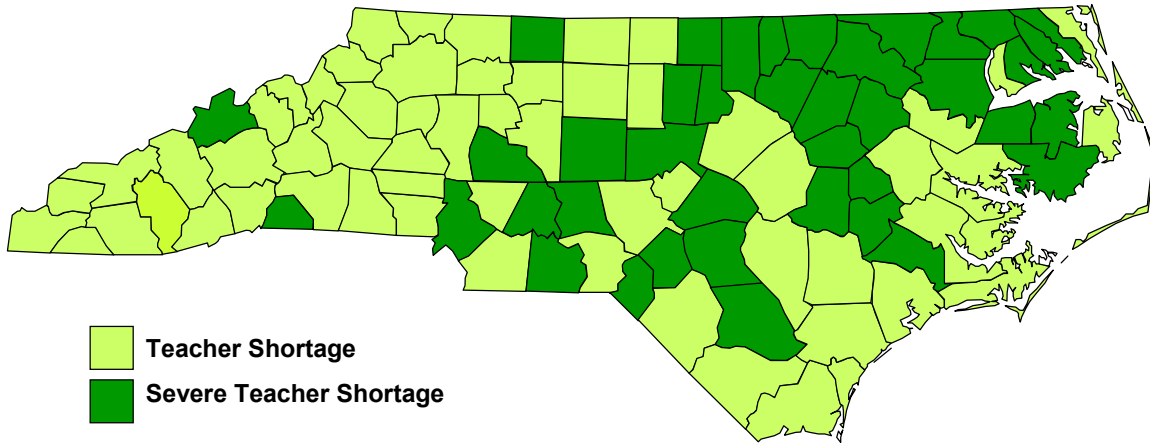
**Figure III.17. North Carolina Public School Enrollment Projections: 2000 (actual) to 2009<sup>21</sup>*****Demand for Teachers***

- The demand for teachers will continue to expand over the next ten years due to public school enrollment growth, retirement of an aging teaching population, and low teacher retention rates of beginning teachers.
- These trends indicate that North Carolina will need nearly 80,000 new teachers over the next decade, a number comparable to the total corps of teachers in the state today.
- As [Figure III.18](#) depicts, a large group of current North Carolina teachers will be reaching retirement age during this decade. Nearly one-third of all teachers in North Carolina are 50 or older.
- Smaller class sizes, mandated for grades K-3 in North Carolina, will also increase the need for more teachers.

**Figure III.18. Age Distribution of Teachers in North Carolina<sup>22</sup>**<sup>21</sup> N.C. Department of Public Instruction (excludes charter schools)<sup>22</sup> *Ibid*

- As illustrated by the map in Figure III.19, every county in North Carolina experienced a teacher shortage to some extent in 2000, and 40 counties experienced severe teacher shortages.

**Figure III.19. Areas of Teacher Shortage in North Carolina<sup>23</sup>**



- North Carolina school systems hire about 12,000 new teachers a year, 2,500 of whom are in-state transfers. Thus, just under 10,000 new teachers are now hired each year and this trend will likely continue for the next ten years.
- The number of alternative and lateral entry teachers will continue to expand, providing opportunities for universities to develop new programs like NC TEACH and the NC Model Teacher Education Consortium to meet the needs of adults who wish to enter teaching.

#### **Professional Development of K-12 Educators**

- North Carolina requires teachers and administrators to complete ten 10-hour units of professional development every five years in order to maintain state licensure. Of the units required of teachers, three to five must deal with information technology.
- To support professional development activities, the state provides funds to local education agencies, to the N.C. Department of Public Instruction, to programs of the Center for School Leadership Development based in the University of North Carolina, and to others.
- There are a total of 117 local education agencies in North Carolina. North Carolina school districts spent a total of \$57 million in 1999-2000 on delivery of professional development—about \$17 million in federal funds, \$22 million in state funds, and \$18 million in local funds.

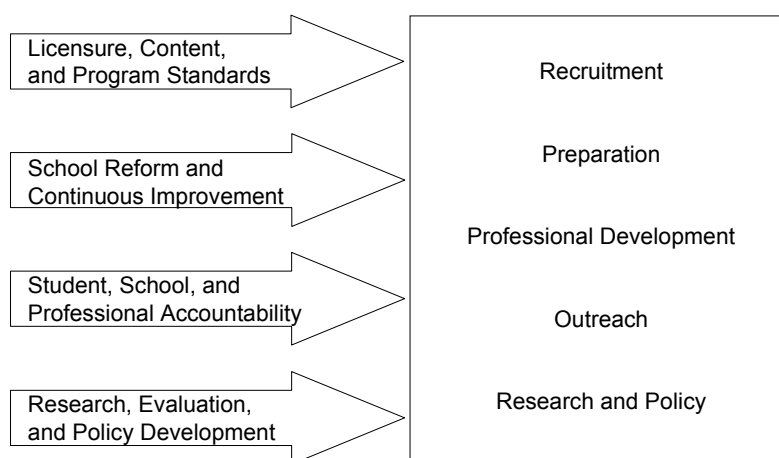
#### **Implications for Public Schools—K-12 Education Issues**

*Given the need for teachers and concerns about quality, teacher education (and the universities that prepare teachers) will be the subject of intense scrutiny by public officials and others. The University must implement strategies to recruit, prepare, and sustain teachers and to ensure the highest quality of instruction in K-12 classrooms.*

- UNC constituent institutions must continue to offer high-quality teacher education programs for traditional-age college students who wish to enter teaching, and expand programs for older adults who wish to change careers to teaching or who are seeking additional certification or an advanced degree.

<sup>23</sup> *Ibid*

- To reach these place-bound older teachers and aspiring teachers, UNC schools of education must continue to develop distance education programs that will serve these individuals. UNC institutions currently offer approximately 80 distance education degree programs for educators online and at sites throughout the state, including at NC Community Colleges.
- Investment in the professional development of licensed K-12 educators will continue to grow in North Carolina and offers an opportunity for the fifteen University of North Carolina teacher education programs, the Center for School Leadership Development, and all of the affiliate institutions within the University.
- A strategy to address the public school education needs of North Carolina requires attention to recruitment, teacher preparation, professional development, outreach, and research and policy development. Figure III.20 illustrates the multi-pronged approach to addressing this complex challenge.

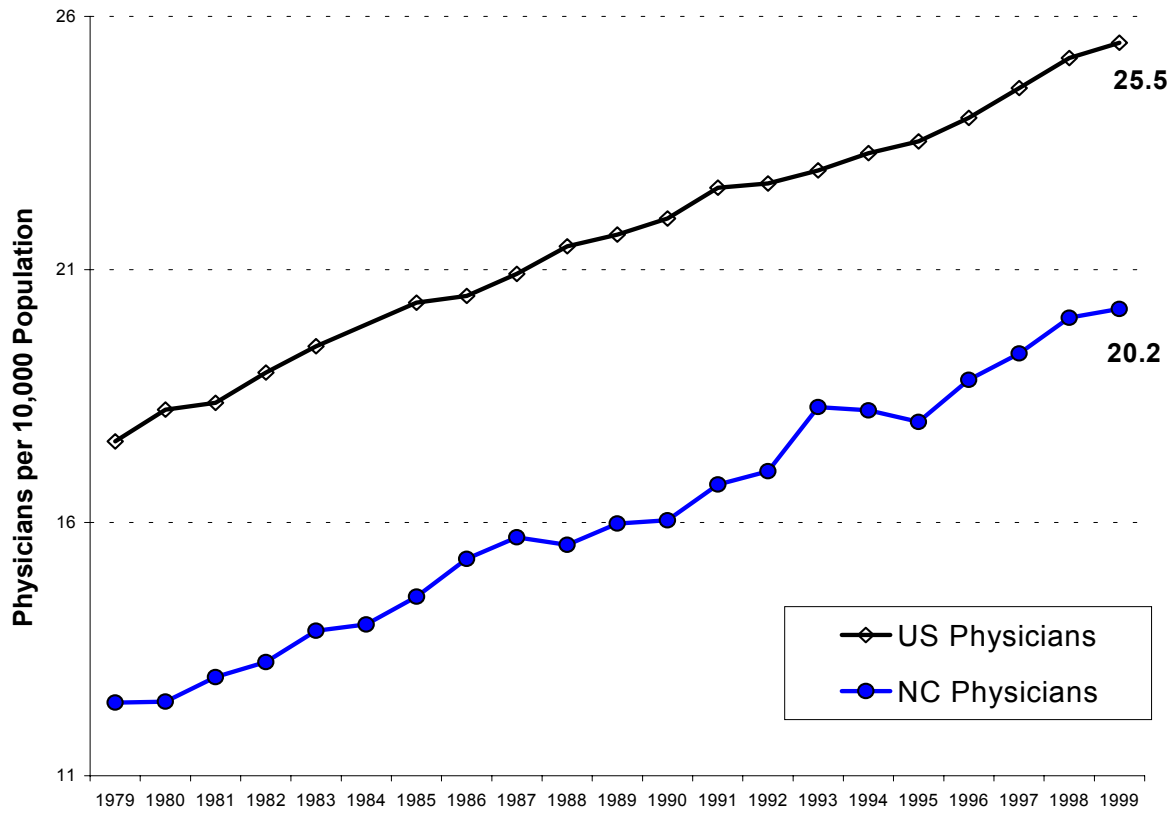
**Figure III.20. Aligning K-16 Education**

## 7. Health Care Needs

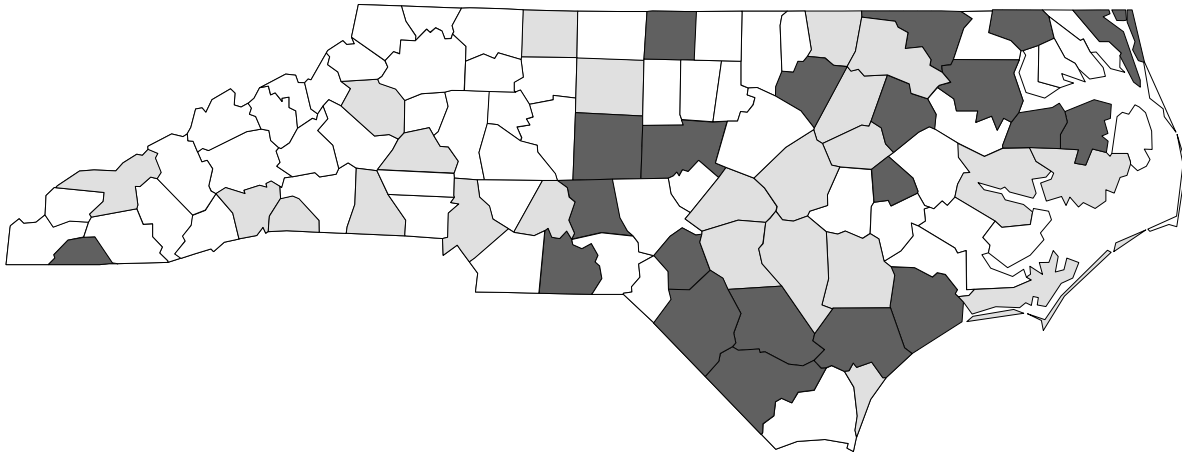
*The University has a crucial role in preparing health care professionals to serve North Carolina citizens. Some regions and subpopulations of the state have inadequate access to health care, which the University is addressing through a wide range of health professions programs and through extending health care services to underserved regions and groups.*

- In 1999, the Cecil G. Sheps Center for Health Care Services Research (Sheps Center) published “A Twenty-Year Profile of Trends in Licensed Health Professions in North Carolina, 1979-1998,” which analyzed trends in the supply and distribution of 16 licensed health professions. The report also examined the number of practitioners per 10,000 population in North Carolina and the United States for each of these professions and identified shortages in a number of areas. As one example, [Figure III.21](#) shows that the U.S. had an average of 25.5 physicians per 10,000 population, while North Carolina had an average of 20.2 per 10,000.
- The North Carolina Office of Rural Health utilizes data from the Sheps Center to identify counties in North Carolina that meet federal criteria for designation as a Health Professional Shortage Area (HPSA). An entire county or part of a county can be designated as an HPSA if it has an inadequate number of health professionals or a population with unusually high needs for primary care services. [Figure III.22](#) shows the counties in North Carolina that have been persistently designated as whole or part-county HPSAs. Twenty-one counties in North Carolina have been persistently designated as whole-county HPSAs and an additional 23 counties have been persistently designated as part-county shortage areas.

**Figure III.21. Physicians per 10,000 Population, U.S. and North Carolina: 1979-1999<sup>24</sup>**



**Figure III.22. Persistent Health Professional Shortage Areas: North Carolina Counties<sup>25</sup>**



<sup>24</sup> Sources: N.C. Health Professions Data System, 1979 to 2000; HRSA, Bureau of Health Professions; U.S. Bureau of the Census; N.C. Office of State Planning. Figure includes all licensed, active, in-state, non-federal, non-resident-in-training physicians.

<sup>25</sup> Persistent HPSAs are those designated as HPSAs by the Health Resources and Services Administration (HRSA) from 1993 to 1997, or in 6 of the last 7 releases of HPSA definition. Source: Area Resource File, HRSA, DHHS, 1998. Produced by: N.C. Rural Health Research and Policy Analysis Program, Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill.

*The University of North Carolina is responding proactively to the need for access to quality health care by working collaboratively with stakeholders in the public sector and the health care community to address identified shortages in the number and distribution of health care providers. UNC actively participates in a larger health care leadership network by:*

- Developing high-quality academic programs to prepare medical and health professionals at the baccalaureate, first professional, and graduate levels;
- Educating and training physicians and various health care providers as well as preparing the vast majority of the undergraduate and graduate faculty that are needed by the community colleges and UNC's schools of medicine, nursing, public health, and allied health;
- Advancing knowledge and public service through effective teaching, research and public service through nationally recognized health and medical research centers and institutes;
- Supporting cutting edge research in the basic sciences such as biology and genomics that will help inform the application of science in health and medicine;
- Providing access throughout the state to continuing education programs that are needed to ensure that the health professionals are current and competent in their fields of practice;
- Working to increase the diversity of the health workforce by enhancing opportunities for students from underrepresented populations; and
- Working to improve access to quality health care throughout the state.

*UNC constituent institutions respond to the health care needs of the state with an extensive inventory of academic programs in allied health disciplines as well as the traditional disciplines of health and medicine. This inventory includes competitive on-campus and distance learning programs.*

- UNC's academic programs in medicine, pharmacy, dentistry, nursing, and other allied health professions adhere to high standards of quality to prepare competent, licensed professionals, and these programs must include current knowledge as well as effective public service and cutting-edge research.
- Distance learning program offerings are available throughout the state in various disciplines such as clinical laboratory science, speech pathology, emergency medical care, pharmacy, and with assistance from AHEC, UNC campuses offer RN to BSN completion and MSN programs for registered nurses who want to study for advanced degrees while continuing to work in their local communities.
- UNC medical schools and health centers support recognized research centers and institutes such as the Lineberger Comprehensive Cancer Center at UNC Chapel Hill and the Telemedicine Center at East Carolina University. UNC health and medical centers sponsor interinstitutional programs and collaborate research efforts with public and private medical centers throughout the state.
- UNC's Office of the President and the constituent institutions have formed collaborative agreements with the public universities throughout southeast region through SREB's Academic Common Market and Regional Contract program. Residents of North Carolina and other southern states are thereby given access and reduced tuition to enroll in health and medical programs that are not offered by a student's home state.

*A pivotal partner in UNC's ability to respond to the needs for access to quality care is the nationally recognized North Carolina Area Health Education Centers (AHEC) program. AHEC provides an infrastructure of support that links on-campus medical and health programs with underserved regions of the state. Current AHEC initiatives include:*

- Increasing recruitment into health careers with an emphasis on a more diverse workforce;
- Providing support for expanding the capacity of the university system to enroll students by supporting preceptor and primary care training sites for medical, physician assistant, and nurse practitioner students;
- Supporting the health care workforce in efforts to maintain high levels of competency through continuing education and access to new developments in health and medicine; and
- Supporting comprehensive approaches and solutions to critical workforce issues.

Figure III.23 shows Primary Care Training sites and illustrates the extensiveness of AHEC's placement of students in rural and underserved regions throughout the state.

**Figure III.23. AHEC Primary Care Training Sites**

As shown in Table III.9, AHEC and UNC also provided continuing education to 147,066 health care providers in 1999, including 67,693 participating physicians. Continuing competence is a critical issue for doctors, nurses, and other health care providers.

**Table III.9. Keeping the Workforce Current**

<b>AHEC Continuing Education Attendance: 1999-2000</b>			
Allied Health	9,634	Nursing	18,194
Dentistry	7,070	Pharmacy	4,837
Medicine	67,693	Public Health	4,892
Mental Health	18,782	Other	15,964
<b>Total</b>		<b>147,066</b>	

- The Sheps Center and the North Carolina Center for Nursing provide state workforce data and national trend analyses that enable the legislature, the University, and employers to



*a variety of factors including changes in health policies. UNC's primary response will continue to be in the development and delivery of competitive health and medical programs. UNC remains committed to ensuring that graduates of these programs are highly skilled to help meet the needs of the state for qualified health care providers.*

- UNC must continue to work with partners in the health care community to develop and implement strategies to address projected shortages in nursing, pharmacy, dentistry, medicine, and various allied health disciplines.
- UNC and state health agencies must work with employers to identify best practices and effective workforce retention strategies. UNC educators will need to continue to work closely with hospitals and other principle employers of medical and health practitioners to develop effective retention strategies, especially in underserved areas and in understaffed health professions.
- Effective workforce planning involves the recognition of several factors: some sectors of the health workforce are aging, such as in nursing; the state needs diversity in the workforce; and, the health workforce needs increased proficiency in Spanish in order to provide emergency and continued care for North Carolina's growing Hispanic population.
- Educational challenges include recognition that UNC cannot expand health programs and distance learning programs without additional faculty and acknowledging that some programs are experiencing declining applicant pools.
- The University must respond to changes in accreditation requirements and entry-level practice for professions such as physical therapy and physician assistant programs. Responsiveness to higher standards of training requires significant changes in the preparation of faculty who must educate and train advanced practice students.

## **8. Implications for Public University Systems**

*Article 1, Section 116-1 of the North Carolina Constitution succinctly states the purpose of a multicampus system: "In order to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economic use of the state's resources, the University of North Carolina is hereby redefined in accordance with the provisions of this Article." (1971)*

*A public university system serves the public and the state when it promotes access, appropriate specialization, diversity, and intercampus collaboration through a division of labor that provides educational choice and excellence. The need for these services has never been greater.*

- Changes in the external environment have greatly outpaced changes within the internal environment of higher education. In the future, university system leaders and institutional leaders must find ways to manage change and institutional transformation without sacrificing the core values of higher education. Information technology will be a key ingredient in this transformation.
- As institutions seek to respond to change and external competition, there is the potential for increased tensions and conflicts between institutional ambitions and the needs and interests of the system and the state. System leaders will be challenged to achieve a creative tension between the whole and its parts and a sense of balance among competing institutions.
- University systems will have to find a balance between the deliberate pace required to ensure quality and avoid unnecessary duplication and a timely response to immediate public needs and competitive forces.
- Successful future systems will be learner-centered and more agile, fueled by the information revolution and nurtured by alliances. This will require a commitment to

collaboration and inter-connectivity—among campuses, students, other public agencies, and private entities—even, sometimes, competitors.

- The University of North Carolina and its constituent campuses are committed to the welfare of their community—students, faculty, staff, and visitors—and to preserving the campuses' operations. To fulfill their missions and commitments, campuses strive to have safe and nurturing environments, resistant to interruptions in critical functions. The campuses create a safe environment by actively identifying, analyzing, and understanding the risks of human-caused and natural hazards, mitigating such events, and scheduling frequent and comprehensive planning and training to ensure operational continuity.
- In addition to campus safety issues, the post-September 11, 2001, environment includes state, national, and international changes that demand university responses, particularly in such areas as economic development, international student access, bioterrorism research, and disaster services. UNC has an opportunity to lead the state's response in these and other areas through collaboration within the system and with local, state, and federal agencies.

## **IV. Mission of the University of North Carolina**

The mission of the University is shaped in large measure by the constitutional and statutory mandates by which public higher education is established and maintained. Article IX of the Constitution of the State declares:

Sec. 8. Higher education. The General Assembly shall maintain a public system of higher education, comprising the University of North Carolina and such other institutions of higher education, as the General Assembly may deem wise...

Sec. 9. Benefits of public institutions of higher education. The General Assembly shall provide that the benefits of the University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

This constitutional mandate for a public system of higher education is effected by Chapters 115 and 116 of the General Statutes. Chapter 115A, enacted in 1963, provides for a statewide network of community and technical colleges and institutes which offer two-year college transfer and technical and vocational programs. Chapter 116 of the statutes, as amended by the General Assembly effective July 1, 1972, provides in Section 3 that:

The board of trustees of the University of North Carolina is hereby redesignated, effective July 1, 1972, as the 'Board of Governors of the University of North Carolina.' The Board of Governors shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

Section 4 of the statute provides for the University of North Carolina to be composed of the 16 public senior institutions in the state.

The Higher Education Reorganization Act of 1971, which placed those 16 institutions under one governing board, asserted the basic objectives and purposes for the University of North Carolina: to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits, and to encourage an economical use of the state's resources.

Central to the process of strategic planning is the clarification of the overall mission of the University as a whole and the role and scope of the constituent institutions within that overall mission. As a part of the comprehensive mission review of 1992, the Board of Governors adopted a general mission statement for the University. This statement, with minor modifications, was given statutory status in 1995 when the General Assembly amended Chapter 116-1 of the General Statutes to include the following as the official mission statement of the University of North Carolina:

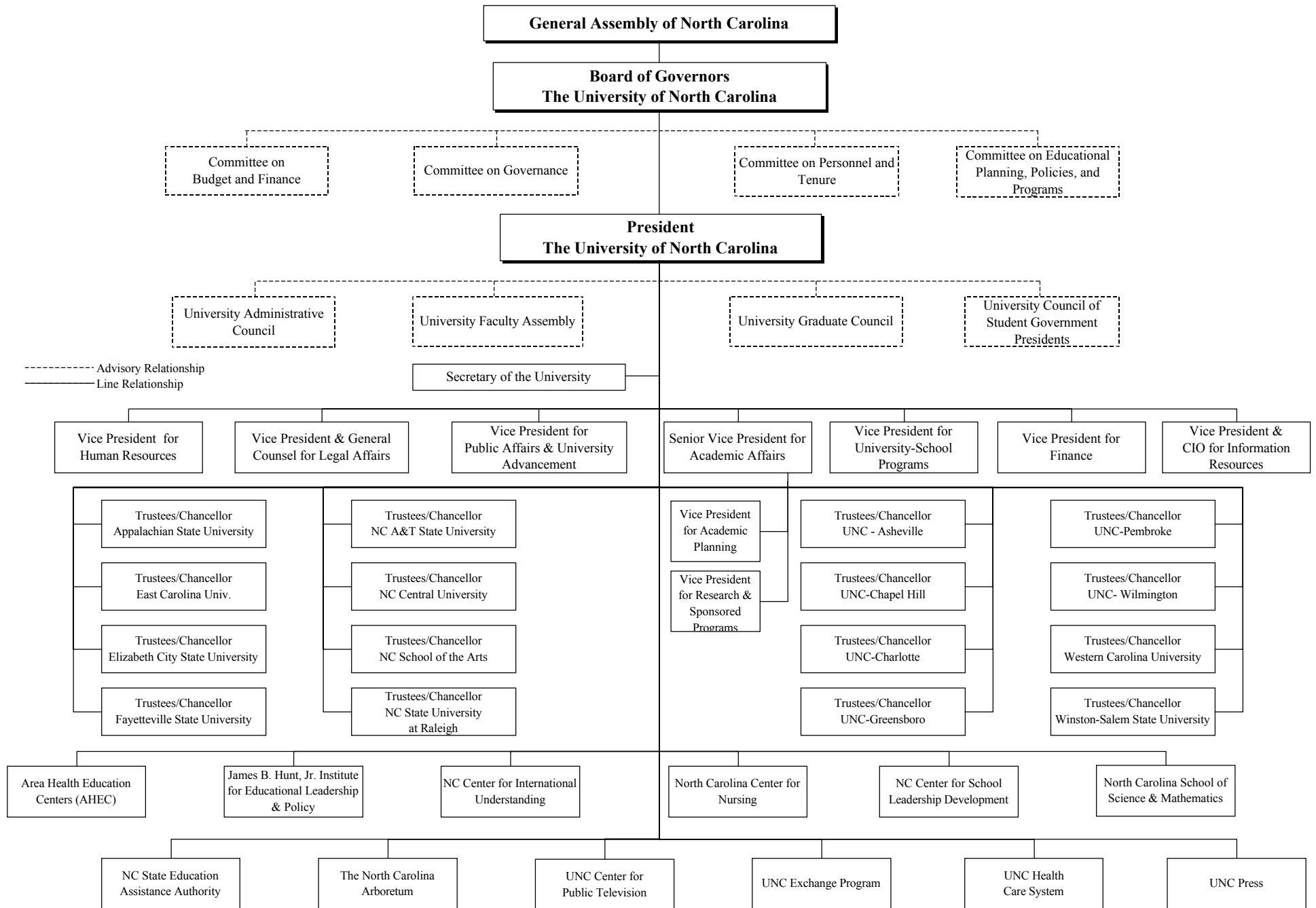
### **Statement of Mission**

*The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people. It encompasses the 16 diverse constituent institutions and other educational, research, and public service organizations. Each shares in the overall mission of the University. That mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of*

*life in the State. In the fulfillment of this mission, the University shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State.*

*Teaching and learning constitute the primary service that the University renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions. The relative importance of research and public service, which enhance teaching and learning, varies among the constituent institutions, depending on their overall missions.*

# ORGANIZATION OF THE UNIVERSITY OF NORTH CAROLINA 2001



## V. Strategic Directions

### Strategic Directions for the Planning Period 2002-2007

The Board of Governors has selected six interrelated strategic directions to pursue in the fulfillment of its mission during this planning period. These strategic directions expand those presented in the previous long-range plan adopted by the Board of Governors in January 2000; however, they have been revised to reflect additional priorities established by the Board of Governors over the past two years. A new strategic direction—internationalization—has been added to reflect the University of North Carolina’s commitment to prepare students for an increasingly global society. The order in which the strategic directions are presented does not represent prioritization by the board. Each one is accompanied by implementation strategies. For a summary of the progress made in realizing the strategic directions of the previous long-range plan, see [Appendix A](#).

#### ***1. Access: Ensure affordability and access to higher education for all who qualify and embrace a vision of lifelong learning***

- a. Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor’s degree or higher, with no significant differences between the educational attainment of majority and minority populations.
- b. Continue to promote access, retention, and graduation of traditionally underrepresented segments of North Carolina’s population, implementing and monitoring the strategies outlined in the diversity plan adopted by the Board of Governors in 2001.
- c. Ensure financial access to North Carolina residents by keeping tuition and fees as low as practicable, while continuing to expand need-based financial aid resources for low-income students.
- d. Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at focused growth institutions.
- e. Maximize the capacity of UNC institutions to serve the anticipated enrollment growth as well as the need for lifelong learning through more efficient use of on-campus facilities, increased summer school enrollment, expanded use of off-campus instruction sites, new academic programs and e-learning.
- f. Provide a safe, secure, hospitable, and non-discriminatory environment for all who study and work in UNC institutions.
- g. Ensure the timely and cost effective construction and renovation of facilities to accommodate current students and anticipated enrollment growth.
- h. Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., CFNC and Pathways), to offer e-learning courses and programs, to deliver academic and student services, and to promote inter-institutional collaboration in course and program delivery.
- i. Continue to promote collaboration with community colleges through initiatives such as the North Carolina Comprehensive Transfer Articulation Agreement, delivery of baccalaureate completion and graduate programs at community college sites, and enrollment planning.

**2. *Intellectual Capital Formation: Through high quality and relevant graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish***

- a. Develop strategies to assess and respond in a timely manner to the state's educational needs, including the need for lifelong learning for both career development and personal enrichment.
- b. Ensure the quality of academic programs both on-campus and off-campus through regular review and assessment of degree programs and instruction and through assessment of the quality of and student access to academic resources and services (e.g., academic advising, libraries, laboratories, IT) and student support services (e.g., admissions, financial aid, registrar, retention, counseling) that promote student development, retention, and graduation.
- c. Attract and retain exceptional faculty/scholars through nationally competitive compensation and benefits, endowed chairs, start-up funds to initiate research programs and other appropriate support for instructional and scholarly activities, and recognition and reward of outstanding faculty performance.
- d. Continue to develop academic programs as well as collaborative strategies in support of critical areas of allied health, nursing, medicine, and related fields in response to the needs of the state for health care providers.
- e. Strengthen undergraduates' knowledge and academic skill development to improve their chances of being successful in the workplace and in postgraduate studies.
- f. Ensure that the facilities and campus environment necessary to support educational excellence are available through the implementation of the Board of Governors' capital plan. Carry out the bond program with efficiency and fiscal accountability and with attention to utilizing historically underrepresented businesses.

**3. *K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools***

- a. Expand efforts in teacher preparation to increase the supply of well qualified and more diverse teachers to serve the rapidly growing needs of North Carolina's schools—using both traditional and innovative approaches, such as incentives to students, lateral entry programs, mid-career opportunities, e-learning and collaborative 2+2 programs with NC Community Colleges.
- b. Continue efforts to develop outstanding teacher and administrator preparation and development programs that include strong discipline content, pedagogy, and clinical training (i.e., integration of Arts and Sciences, accreditation of programs and assessments) to ensure high quality teachers, administrators, and other school personnel who can contribute to closing the achievement gap.
- c. Expand our commitment to the development of comprehensive, high quality programs of continuing professional development of K-12 school personnel from their initial induction to retirement.
- d. Strengthen partnerships with K-12 and community colleges in the development of programs, curriculum and instructional materials—including materials that advance the use of information technology—to ensure continuous improvement in the academic achievement of North Carolina's students, to promote student success in higher education, and to help close the achievement gap.
- e. Support and strengthen both research and public service programs in the Center for School Leadership Development.

- f. Collaborate with the Department of Public Instruction to ensure that all public school students will have necessary courses available to meet the new minimum course requirements that become effective in 2004 (second language requirement) and 2006 (mathematics requirement.)

**4. *Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and public service activities***

- a. Promote basic and applied research for the discovery and dissemination of new knowledge as a fundamental mission of the University.
- b. Sustain UNC research, public service, and knowledge transfer activities that enrich the quality of life of North Carolina citizens through economic development, community outreach programs, and improved health, educational, and cultural resources.
- c. Continue to expand the external sponsorship of UNC research and other creative activities for students and faculty. Ensure that a supportive environment exists to promote scholarship in the humanities, social sciences and the arts.
- d. Facilitate collaborative research and partnerships with industry, government, and other entities to advance strategic priorities of great importance to North Carolina's economy, workforce, and quality of life (e.g., biosciences and genomics, marine and environmental sciences, engineering and materials sciences, information technology and optoelectronics).
- e. Encourage technology transfer and the commercialization of UNC's unique research discoveries within a framework of policies and practices consistent with the university's mission and values.
- f. Cooperate with industry and government sectors in adapting information technology for



- h. Support research initiatives that expand UNC's ability to interact with international scholars on initiatives that are of state, national, and international interest and that benefit North Carolina and its citizens.
- i. Expand the curriculum to recognize the importance of courses and programs that expand students' knowledge of the world, including foreign language instruction.
- j. Find innovative ways to support the public schools to expand international understanding and to implement UNC's 2004 Minimum Course Requirements for two years of a second language.

**6. Transformation and Change: Use the power of information technology guided by IT strategy and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21st century**

- a. Expand campus teaching and learning with technology (TLT) audiences beyond faculty to include librarians, instructional technologists, academic administrators, staff, and students; expand the portal to a professional development portal, align TLT grants and workshops with e-learning strategies.
- b. Implement coordinated technology platforms and services for e-learning both off-campus and in traditional classrooms. Develop and market existing UNC e-learning programs and courses. Develop policies and standards for coordinated offerings.
- c. Create a UNC-wide data warehouse to simplify UNC-wide data collection, improve data retention, and provide more efficient and effective reporting capabilities. Plan the next generation of integrated administrative information systems. Align support services with e-learning strategies.
- d. Complete remaining web-enabled student services and implement the Prospective Student Portal.
- e. Implement second phase of campus network build out. Expand campus network maintenance; enhance user support and training.
- f. Develop an IT policy framework for acquiring, managing and implementing IT on UNC campuses. Expand and enhance inter-campus and inter-education sector networking.
- g. Increase the capacity of the President's office to sponsor strategic initiatives in areas such as research computing, alumni and public relations, fundraising and development, and innovative web applications.
- h. Streamline administrative processes through applications such as on-line purchasing and increase managerial flexibility in conducting the affairs of the University and its constituent institutions in areas of classification, acquisition of property, and technology.
- i. Improve the ability of the Office of the President to collect, process, and analyze university-wide data for accountability and assessment using new tools such as the balanced scorecard to improve administrative efficiencies.

## VI. The UNC Enrollment Plan: Ensuring Access

### A. Projecting Future Enrollment Growth among UNC Institutions

[Section II](#) summarizes recent enrollment trends among the three higher education sectors in North Carolina. [Section III](#) describes demographic trends that will produce a surge in higher education enrollments comparable to that experienced when the baby boomers reached college some thirty years ago.

It is the statutory responsibility of the University of North Carolina to extend the benefits of higher education to the people of North Carolina. The UNC Board of Governors, in its strategic directions for this planning period ([Section V](#)), has outlined a set of strategies that will enable the University of North Carolina to continue to meet this commitment.

The first step in preparing an enrollment plan for UNC during the coming decade is the development of enrollment projections. Projections must be understood for what they are—planning tools that enable the University to estimate future “demand”—the number of students that could be expected to enroll in future years if past trends continue into the future.

UNC enrollment projections are built on extrapolations of two elements: 1) pools of potential students by age group for the planning period, and 2) the historic UNC attendance rates of these groups. UNC relies upon projections by independent sources for the number of potential students in various age cohorts. For North Carolina high school graduates, UNC uses the projections of high school graduates prepared by the National Center for Educational Statistics. For older North Carolinians, UNC uses the most recent projections supplied by the U.S. Census Bureau.

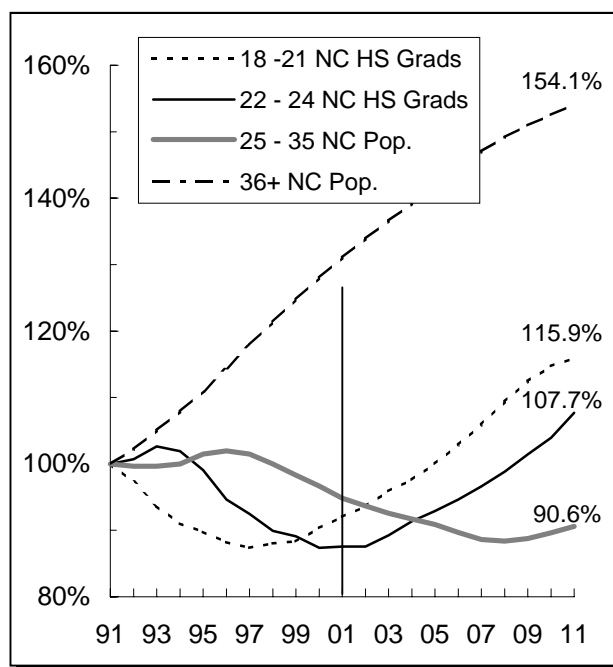
These projections represent potential demand. To determine what percent of this potential demand can be expected to enroll at a UNC institution, the projection model takes into account the UNC attendance rates of members of these various age cohorts at each UNC institution over the past seven years. It then multiplies the projected participation rate of each age cohort by the projected size of that group for a given year at each campus, thus producing an annual enrollment projection for each constituent institution. Campus projections are then summed to produce a total UNC projection of enrollment demand. Given the high cost of out-of-state tuition, the model assumes that the participation rate of out-of-state undergraduates will not increase.

[Figure VI.1](#) plots data on the actual and projected pools of potential in-state students. The data show that the primary pool of potential undergraduates—18-21 year-old public high school graduates—will increase steadily throughout the decade. Although the primary pool of potential graduate students—the 25-35 year-old cohort—will decline over the next decade, rising participation rates suggest that growth will continue at the graduate level as well. [Figure VI.2](#) depicts the increase in UNC attendance rates for North Carolina high school graduates over the past decade and shows that the participation rate increased to 30.9 percent in fall 2001, following three years of relative stability.

[Figure VI.3](#) displays projected annual UNC fall headcount enrollments through 2011, arrived at by using population pool projections and historical campus enrollment rates of students grouped by degree level, residency status, and age group.

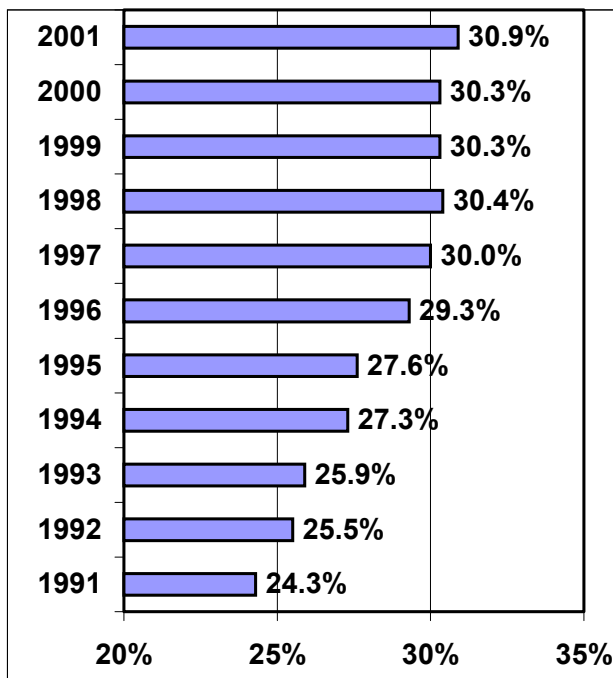
The UNC projection model is a statistical model. It does not make assumptions about events that might reverse past trends. The following are examples of factors that might have a positive or negative impact on the 10-year enrollment projections:

**Figure VI.1. Pools of Potential In-State Students (Actual and Projected)**

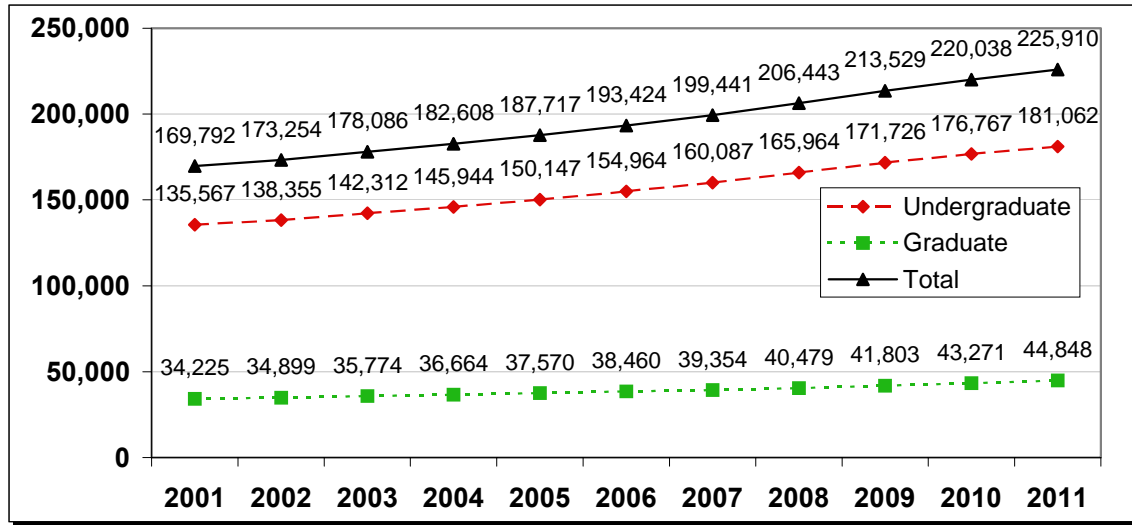


UNC-GA Planning/LRP.AG029.U/11-20-01

**Figure VI.2. UNC Going Rate for N.C. High School Graduates: 1991-2001**



**Figure VI.3. UNC Undergraduate and Graduate/First Professional Enrollments: 2001 (Actual), 2002-11 (Projected)<sup>26</sup>**



- The Comprehensive Articulation Agreement appears to be leading more students to first obtain an associate degree from a community college and then transfer to a UNC institution. This may help to explain the stability in the UNC going rate for the graduates of 1998, 1999, and 2000. However, the going rate resumed its upward trajectory with the high school graduates of 2001. It is not yet clear whether this trend will accelerate or stabilize in future years.
- Participation in off-campus instruction and e-learning is currently growing at an exceptionally high rate (e.g., 20 percent growth from fall 2000 to fall 2001). This lends an element of instability to the projection process, since it is not yet clear if, or when, this growth pattern will stabilize.
- As the baby boomers (the best educated generation in U.S. history) retire, there may be significant growth in adult lifelong learners. Such a phenomenon is not reflected in current projections.
- The projection model makes no assumptions about future economic conditions. Economic downturns or recessions generally result in increased enrollment, as job seekers decide to strengthen their qualifications in a weak job market. The most recent example of this phenomenon occurred in fall 2001, when actual enrollments significantly exceeded expectations. The projections displayed in Figure VI.3 take into account the high level of growth experienced in fall 2001.

## **B. Planning to Accommodate Projected Enrollment Growth**

Enrollment projections do not constitute an enrollment plan. Rather, they serve as a planning tool that enables institutional leaders to estimate future enrollment demand. The next step is to determine whether (and how) the institution—or, in the case of a system, all of the constituent institutions combined—can meet the projected demand. The answer requires an evaluation of several elements—e.g., institutional mission, current physical capacity, and future capacity for growth.

<sup>26</sup> Projected by UNC Model

Development of the UNC enrollment plan was guided by the following principles:

- Use existing capacity to the fullest extent possible.
- Promote economies of scale and stronger institutional financial capacity by setting a target of at least 6,000 students for most campuses.
- Restrain enrollment growth at UNC Asheville and the North Carolina School of the Arts in recognition of their special missions.
- Serve some of the projected enrollment growth through expansion of distance education enrollment.

Applying these principles in partnership with UNC chancellors, appropriate targets for enrollment growth were adopted by the board for each campus. The 2000-2010 enrollment plan also took into account population projections and enrollment data available since 1999, when the original plan was adopted; enrollment projections by the Office of the President blended with the projections of individual campuses; current and anticipated (as a result of the \$2.5 billion bond issue) enrollment capacity on each campus; and each institution's strategic plan, in particular its proposed role in distance education. Table VI.1 summarizes the targets set (on-campus and off-campus enrollments combined) by institution for the period 2000-2010.

**Table VI.1. UNC Ten-Year Enrollment Growth Plan (2000-2010)**

Fall headcount enrollment, 2000 actual and targets for 2005 and 2010, on-campus and off-campus enrollment combined							
<b>Institution</b>	<b>2000 (actual)</b>	<b>2005 (target)</b>	<b>% increase (2000-05)</b>	<b>2010 (target)</b>	<b>% increase (2005-10)</b>	<b>Total Increase</b>	<b>% increase (2000-10)</b>
ASU	13,227	14,850	12.27%	16,600	11.78%	3,373	25.50%
ECU	18,750	22,630	20.69%	27,500	21.52%	8,750	46.67%
ECSU	2,035	2,590	27.27%	3,270	26.25%	1,235	60.69%
FSU	4,487	5,480	22.13%	6,260	14.23%	1,773	39.51%
NCA&TSU	7,748	9,340	20.55%	11,000	17.77%	3,252	41.97%
NCCU	5,476	6,980	27.47%	8,230	17.91%	2,754	50.29%
NCSA*	768	840	9.38%	900	7.14%	132	17.19%
NCSU	28,619	31,020	8.39%	36,000	16.05%	7,381	25.79%
UNCA	3,292	3,530	7.23%	3,760	6.52%	468	14.22%
UNC Chapel Hill	24,892	28,100	12.89%	29,250	4.09%	4,358	17.51%
UNCC	17,241	20,430	18.50%	24,130	18.11%	6,889	39.96%
UNCG	13,125	15,360	17.03%	18,330	19.34%	5,205	39.66%
UNCP	3,445	5,170	50.07%	6,140	18.76%	2,695	78.23%
UNCW	10,100	11,270	11.58%	12,320	9.32%	2,220	21.98%
WCU	6,699	7,840	17.03%	9,530	21.56%	2,831	42.26%
WSSU	2,857	3,830	34.06%	4,780	24.80%	1,923	67.31%
<b>TOTAL</b>	<b>162,761</b>	<b>189,260</b>	<b>16.28%</b>	<b>218,000</b>	<b>15.19%</b>	<b>55,239</b>	<b>33.94%</b>

\* NCSA enrollment figures do not include high school students.

For some UNC institutions, the challenge in serving projected enrollment growth on campus was the lack of adequate facilities, which required assignment of targets that were lower than their projected enrollment growth. On the other hand, seven institutions with current capacity

on campus and, in five cases, current enrollments below 6,000 students were targeted for above-average enrollment growth—ECSU, FSU, NCA&TSU, NCCU, UNCP, WCU, and WSSU. To assist these institutions in meeting ambitious growth targets, the North Carolina General Assembly appropriated over \$11.5 million in recurring funds. These funds have been used to develop comprehensive enrollment growth plans, improve instruction, develop new academic programs, promote greater operating efficiencies, enhance development offices, and strengthen facilities management capabilities.

Consistent with this strategy, the plan seeks to shift more than 10,000 of the projected on-campus enrollment growth to those campuses that are prepared (given adequate facilities) to absorb this enrollment by accepting 10-year growth rates of 40 percent or higher.

In the expectation that some students would prefer the convenience of distance education, institutions were encouraged to consider meeting some of their projected demand through off-campus sites and e-learning. In fall 2001 UNC institutions served 7,200 students off-campus. This represents 4.1 percent of the total fall headcount enrollment and 8.6 percent of total graduate enrollment. By 2010 the UNC enrollment plan calls for approximately 21,000 students to be taught through distance education. This would represent nearly 10 percent of total anticipated enrollment, with more than 20 percent of graduate students being served through distance education.

The UNC enrollment plan sets enrollment targets for two five-year periods (2000-05 and 2005-10), with the understanding that both the plan itself and the projections upon which it is based must be carefully monitored and revised as necessary. The most recent enrollment data available when the projections used to develop the plan were prepared were the fall 2000 headcount enrollments. Thus the first opportunity to monitor the projections and the UNC enrollment plan occurred in November 2001, when fall headcount enrollment figures became available. Table VI.2 compares fall 2001 enrollment with fall 2000 enrollment and with the targets set for fall 2001.

**Table VI.2. Comparison of Fall 2000 and Fall 2001 Headcount Enrollment**

<b>Institution</b>	<b>Fall 2000</b>	<b>Fall 2001</b>		<b>Change (2000-2001)</b>	
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Number</b>	<b>Percent</b>
ASU	13,227	13,528	13,762	535	4.0
ECU	18,750	19,197	19,412	662	3.5
ECSU	2,035	2,128	2,004	-31	-1.5
FSU	4,487	4,701	5,010	523	11.7
NCA&TSU	7,748	8,006	8,319	571	7.4
NCCU	5,476	6,067	5,753	277	5.1
NCSA	768	756	789	21	2.7
NCSU	28,619	28,758	29,286	667	2.3
UNCA	3,292	3,321	3,293	1	0.0
UNC Chapel Hill	24,892	25,894	25,494	602	2.4
UNCC	17,241	17,817	18,308	1,067	6.2
UNCG	13,125	13,749	13,775	650	5.0
UNCP	3,445	3,853	3,933	488	14.2
UNCW	10,100	10,361	10,799	699	6.9
WCU	6,699	6,876	6,863	164	2.4
WSSU	2,857	3,127	2,992	135	4.7
<b>TOTAL</b>	<b>162,761</b>	<b>168,139</b>	<b>169,792</b>	<b>7,031</b>	<b>4.3</b>

Headcount enrollment in fall 2001 reached a record high of 169,792 students. This was an increase of 7,031 (or 4.3 percent) over the 162,761 students who were enrolled in fall 2000. The university as a whole exceeded by 1,779 students the combined enrollment targets set for the 16 UNC institutions in the 2000-10 enrollment plan. Had enrollments not been influenced by the economic slowdown experienced in 2001, it is likely that the actual enrollments would have come even closer to targets set in the enrollment plan.

The numbers anticipated by the enrollment plan for the remaining years of the 2000-2010 period are closely aligned with the University's most recent enrollment projections. Thus there should be no reason to review and adjust the enrollment plan until the next revision of the long-range plan, when there will be two additional years of enrollment data to guide the planning process.

## VII. Missions of the Constituent Institutions

The planning responsibility of the Board of Governors serves both a comprehensive and a specific purpose. The comprehensive purpose is found in the statutory responsibility to “plan and develop a coordinated system of higher education in North Carolina.” The specific purpose is found in the further statutory responsibility to “determine the functions, educational activities and academic programs” of each institution. It is this specific responsibility for each of the institutions that is addressed in this section of the long-range plan.

For each of the constituent institutions, this section presents the general academic mission containing the following: a general statement of the educational mission of the institution; its descriptive classification; a summary of currently authorized degree programs in the institution by degree level and discipline division (see [Appendix D](#) for a complete list); any programs that the institution is authorized to discontinue; all new programs that the institution has indicated it intends to plan during this planning period; Ph.D. programs granted authorization for planning; reconfirmation of previous program planning authorizations; and an organizational chart showing the administrative structure of the institution.

### A. Institutional Classification

The descriptive classification of the institutions used by the University of North Carolina is the system developed by the Carnegie Foundation for the Advancement of Teaching.<sup>27</sup> The Carnegie classification system includes all institutions listed in the National Center for Education Statistics’ *Education Directory*.

It is important to recognize that this classification system does not *rank* institutions. It is not a hierarchy of merit, a listing of institutions from superior to inferior, or from more worthy to less worthy. It is, instead, a grouping of colleges and universities according to their shared characteristics and functions. The criteria for the groupings include: level and type of programs offered, enrollments, number of degrees awarded by level and discipline areas, and the related mission. The listing of authorized degree programs by level and by discipline division and specialty further defines the institution in terms of program array.

To encompass all colleges and universities in the United States, the classification system established ten categories. Six of these categories include all of the constituent institutions of the University of North Carolina. They are as follows:

#### **Doctoral/Research Universities-Extensive**

North Carolina State University  
The University of North Carolina at Chapel Hill

#### **Doctoral/Research Universities-Intensive**

East Carolina University  
The University of North Carolina at Charlotte<sup>28</sup>  
The University of North Carolina at Greensboro

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<sup>27</sup> Carnegie Foundation for the Advancement of Teaching, *The Classification of Institutions of Higher Education, 2000 Edition*. (Princeton, NJ: 2000)

<sup>28</sup> The University of North Carolina at Charlotte has been given Doctoral/Research Intensive status by the Board of Governors but is not recorded in that category by the Carnegie Foundation because of the use of 1995-96 through 1997-98 data.



### **Master's (Comprehensive) Colleges and Universities I**

Appalachian State University  
Fayetteville State University  
North Carolina Agricultural and Technical State University  
North Carolina Central University  
The University of North Carolina at Pembroke  
The University of North Carolina at Wilmington  
Western Carolina University

### **Baccalaureate Colleges-Liberal Arts**

The University of North Carolina at Asheville

### **Baccalaureate Colleges-General**

Elizabeth City State University  
Winston-Salem State University

### **Schools of Art, Music, and Design**

The North Carolina School of the Arts

## **B. Academic Program Development**

A necessary element in the University's planning is the definition of the educational mission of each of the constituent institutions, including the specification of degree programs that each of them is authorized to offer. It is in academic program development that one gets to the heart of crucial decisions in higher education, and it is in this area that the Board of Governors has been most responsible and responsive to the public interest.

The general principles and priorities defined and pursued by the board in academic program development include the following:

- *Greater access to educational opportunity must be provided.* In fulfilling its stated purpose to extend the benefits of education, the Board of Governors is committed to providing needed educational opportunities for all citizens of North Carolina who have the aptitude, motivation, and desire to pursue programs of higher education. The board's objective is to cultivate the truly educated citizenry that a changing society and economy demand.
- *Academic quality is the critical ingredient in all effective education.* As it has in the past, the board will continue to support and emphasize standards of excellence in teaching, research, and public service. Toward this end, constituent institutions are expected to continue to strengthen and improve programs at all levels as the needs of society change. New programs will be authorized by the board when funds, equipment, facilities and faculty are adequate to provide an appropriate base of support to ensure academic quality. When current programs are deemed sufficient to meet the state's needs for qualified professionals, the board does not authorize the initiation of new programs that might dilute existing strengths. Recognizing the state's need for qualified professionals, the board will continue to emphasize academic quality and excellence.
- *The University has a primary obligation to provide undergraduate education of high quality.* The majority of students enrolled in the University are undergraduates, and this imposes on all institutions the responsibility to provide for those students an educational experience of high quality. This is a primary obligation of every campus, and institutions are urged and encouraged to improve and strengthen foundational liberal arts and science programs and baccalaureate courses of study.

- *UNC institutional diversity is an asset that must be maintained.* A key asset of the University of North Carolina is the diversity of institutions. UNC campuses are diverse in mission, scope and program offerings. Universities need not, and should not, all be alike. The demands of the labor market, the needs of society, and available resources do not permit the homogenization of institutions. In fulfilling its mission, UNC is committed to strengthening and improving each of the constituent institutions in carrying out its authorized mission.
- *With respect to the development of new graduate programs, it is essential to recognize an important distinction between the master's level and doctoral programs.* Many master's degrees tend to be professionally or occupationally oriented and are sought by students who are bound to a region or locality. Such programs are less demanding in terms of faculty, facilities and equipment, and can be established less expensively than doctoral programs. Doctoral and first professional programs are research intensive and therefore require rigorous review and evaluation prior to establishment and afterwards. Proposed new doctoral programs will be evaluated in terms of demonstrated need, the capacity to offer a high quality program, the availability of funding, and the economical use of the state's resources.
- *Good management requires the application of priorities and the judicious allocation of resources.* Academic programs and course offerings must be current and must be responsive to legitimate needs, but the counterpart of change is the discontinuation of programs no longer needed. Low quality, low productivity, and low priority programs must be eliminated in order to redirect resources to higher needs and priorities. Fiscal constraints are particularly important in initiating programs at the doctoral and first professional levels, where program costs and specialized facilities and other resources are required. These considerations also apply in certain areas of undergraduate education such as engineering, the sciences, and health professions.

In keeping with these principles and priorities, the Board of Governors has defined a general academic mission for each of the UNC institutions. The board is responsible for authorizing all discontinuations and requests for new programs that should be consistent with the authorized mission and strategic plans of the system and the campus.

Academic program development in UNC has always involved both academic program planning and academic program review. All academic programs are thoroughly reviewed by campus faculty and staff and system-level academic affairs staff before they are submitted to the board. Requests for new doctoral and first professional programs are also reviewed by the UNC Graduate Council and disciplinary experts. The University also conducts system-wide reviews of programs by disciplines such as the review of foreign languages programs in 1999 and review of graduate mathematics programs that is planned for 2002. These reviews are in addition to the biennial program review.

The 1993 Session of the General Assembly enacted legislation to implement a Government Performance Audit Committee's recommendations for a review of academic degree programs in the University of North Carolina. In response to that legislation, the Board of Governors initiated a comprehensive, biennial review process for all degree programs that focused on programs that were considered low producing in terms of enrollments and degrees conferred. In 1995, the Committee on Educational Planning, Policies, and Programs developed criteria and guidelines that have been refined through each biennial process. Every two years, the Office of the President and the board review all academic programs that might be low producing and the performance of every new program that was established within the past four years. This comprehensive biennial review process is conducted in conjunction with the revision of the University's long-range plan. The biennial review complements other types of program review within the University.

In preparing for the “2001 Review of Academic Degree Program Productivity,” Academic Affairs staff and UNC chief academic officers divided programs into those that would be reviewed at the system-level and those that would be monitored or reviewed at the campus level. Fifty-five programs were identified for system-level review. The goal of the system-level review process was to conduct meaningful reviews with recommendations to strengthen, consolidate or discontinue programs.

Campuses were asked to submit a report documenting the centrality of the program to the university’s mission, the quality of the program, faculty resources, facilities, and equipment. The components of this review included: 1) a careful assessment of the evidence of the need for graduates; 2) evidence of student demand; 3) evidence that the program is not already conveniently available at another UNC (or private) institution either within the region or via distance education; 4) evidence that the institution is capable, or can become capable, of offering a quality program; 5) a consideration of the number of low productivity programs currently being offered by the institution; 6) the institution’s track record in accurately projecting enrollments in other recently authorized programs; and 7) the estimated cost of the proposed program when compared to the probable benefits.

As a result of the 2001 productivity review, thirteen academic degree programs were discontinued. An additional six degree programs were deleted from the Academic Program Inventory as separate, stand-alone programs and consolidated with other related degree programs. The combined discontinuations and consolidations resulted in a reduction of 19 programs from the University’s Academic Program Inventory.

From its inception in July 1972 through November 2001, the UNC Board of Governors has authorized the establishment of 441 new academic degree programs and the discontinuation of 418 academic degree programs, as shown in [Appendix D](#). Notifications of intent to plan 24 new baccalaureate programs and 15 new master’s programs have been received from the UNC campuses. Additionally, the Board of Governors has authorized the planning of seven new doctoral programs. Specific programs being planned by campuses, as well as a listing of discontinued programs, are included in [Section VII](#) (as of November 30, 2001).

### **C. Centers and Institutes**

Another means by which the diverse missions of UNC institutions are carried out is through the establishment of centers and institutes (hereinafter “centers”).

Such units are usually multidisciplinary, have an important educational component, and are established when long-term funding is secured to pursue unique research or public service activities. They provide faculty and staff, as well as undergraduate, graduate, and postdoctoral students, with expanded research and outreach opportunities, facilities, and support. The units have a strong positive impact on the economic development of the state by providing job opportunities, supplying technical assistance and training, fostering community development and outreach programs, and enhancing the transfer of new technologies. Centers represent one of the most effective means for UNC institutions to address certain research and public service needs that extend beyond the range or capacity of traditional academic departments or programs.

The Board of Governors has well established and effective policies and procedures for the planning, establishment, and evaluation of centers. Centers routinely change, are discontinued, or are created over time as university objectives and societal needs demand. For example, 17 centers were established since November 1999, while nine others were terminated.

Board policy requires that each center submit a status report as a component of the biennial update of the UNC long-range plan. The scope of the 2001 review included the 168 centers formally established by the Board of Governors prior to July 2000. (Eleven centers established since July 2000 were exempted from review.) Among the 168 centers reviewed, 117 focus their activities primarily on research, while 51 designate public service as their primary mission.

These centers spent an estimated \$450 million during 1999-00. A total of \$105.2 million, or just 23 percent of the funding, was provided by state funds. Fifty-five of the centers reported receiving no state funds. These organizations are highly successful in attracting funding from non-state sources such as the federal government and the private sector.

See [Appendix E](#) for a listing of research and public service interinstitutional and institutional centers. [Appendix E](#) also contains performance measures for recent fiscal years. More detailed information is available on-line at the following Website: <http://www4.ga.unc.edu/CI/>.

## Appalachian State University

### 1. General Statement of Educational Mission



Appalachian State University is a public comprehensive university, offering a wide variety of degree programs at the baccalaureate, master's, and intermediate levels as well as the Ed.D. in Educational Leadership. With a distinctively residential campus and a faculty and staff characterized by high quality and broad diversity of professional skills, Appalachian takes as its mission the practice and propagation of scholarship. This is accomplished particularly through instruction, but also through the research, creative, and service activities of the university community.

Appalachian is committed to excellence in its undergraduate and graduate educational programs, while continuing to serve as a center of cultural and professional activity within its state and region.

### 2. Program Discontinuations

None.

### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

Appalachian State University has submitted notification of intent to plan the following baccalaureate degree program.

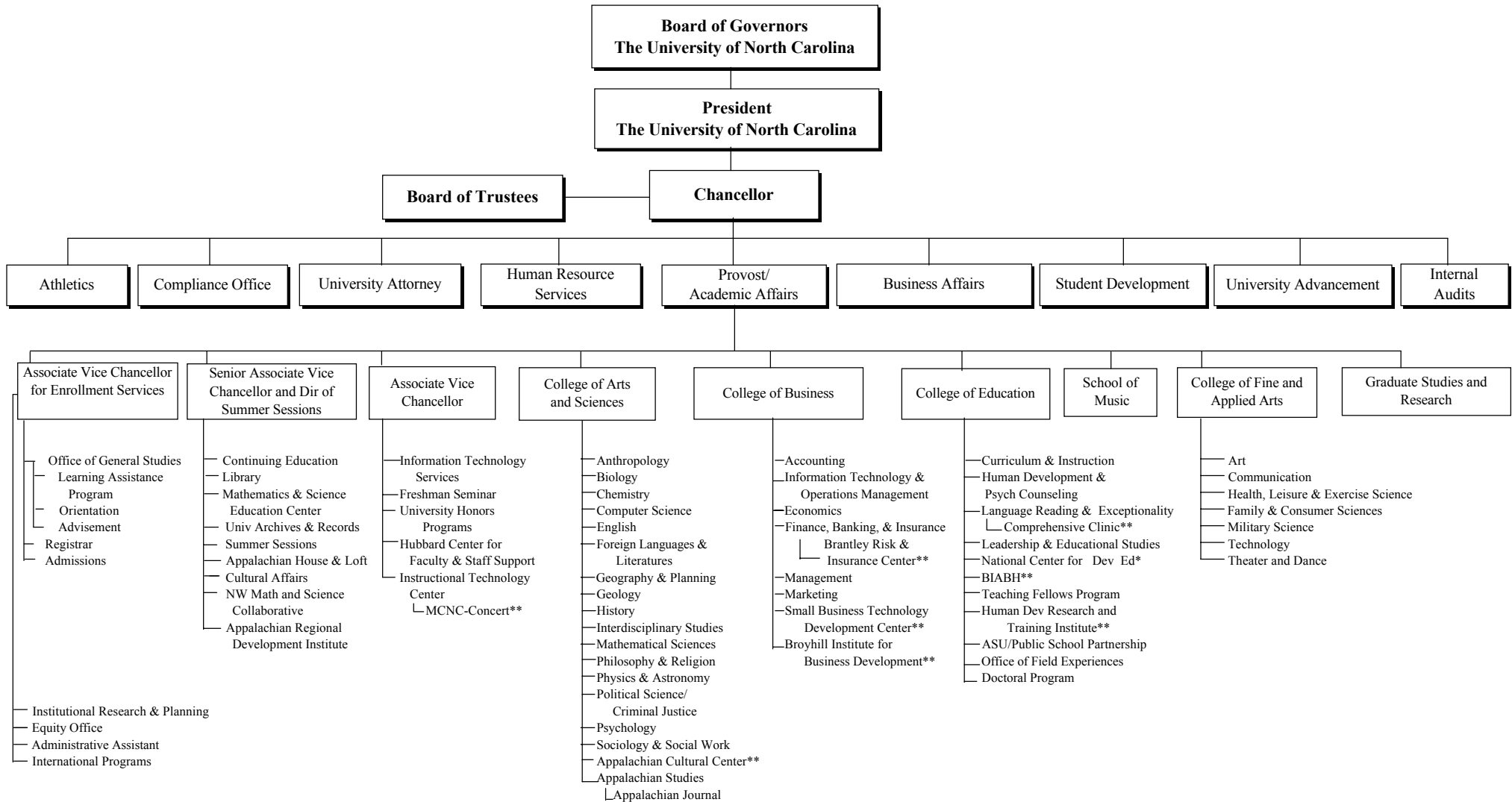
#### **Business Management and Administration**

52.1101 International Business

### 4. Authorized Degree Programs at Appalachian State University

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# Organizational Chart of Appalachian State University, 2001



\*Research Unit

\*\*Public Service Unit

## East Carolina University

### 1. General Statement of Educational Mission



East Carolina University, a constituent institution of the University of North Carolina, is a public doctoral/research-intensive university committed to meeting the educational needs of North Carolina. It offers baccalaureate, master's, specialist, and doctoral degrees in the liberal arts, sciences and professional fields, including medicine.

The university is dedicated to educational excellence, exemplary teaching, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity.

East Carolina University's motto is "serve," meaning "to serve" and it seeks to meet that obligation through the following interrelated components of its mission: education, research and creative activity, and leadership and partnerships within its region.

### 2. Program Discontinuations

None.

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

East Carolina University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

#### a. Baccalaureate Level

##### Engineering-Related Technologies

15.0201 Civil Engineering Technology  
15.0303 Electronics Engineering  
Technology

##### Health Professions and Related Sciences

51.9998 Allied Health

#### b. Master's Level

##### Health Professions and Related Sciences

51.2201 Public Health

### 4. Authorization to Plan New Programs (Doctoral or First Professional)

East Carolina University is authorized to plan the following doctoral degree program.

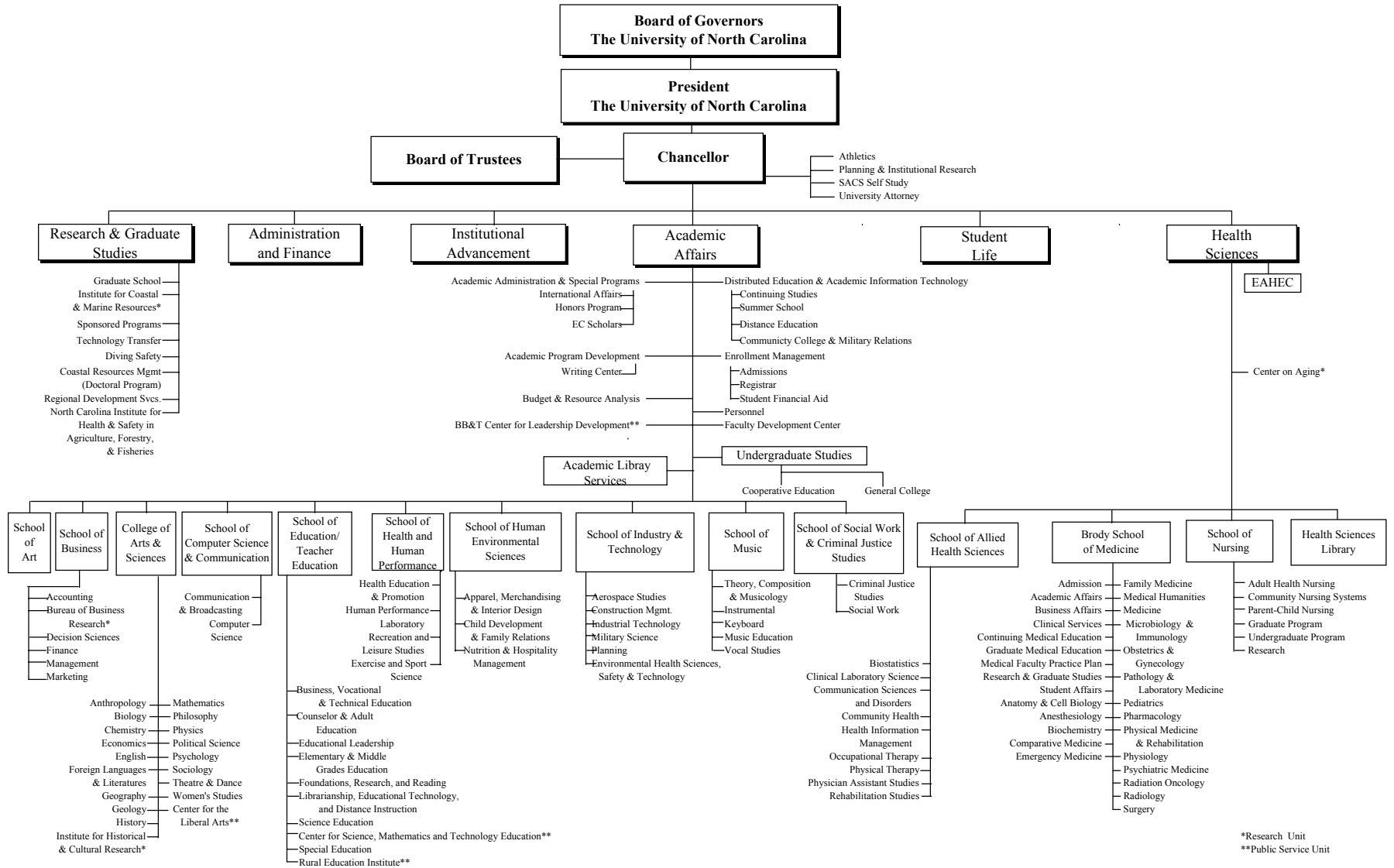
##### Health Professions and Related Sciences

51.2310 Rehabilitation Counseling and Administration

### 5. Authorized Degree Programs at East Carolina University

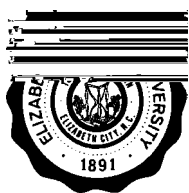
The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of East Carolina University, 2001**





## Elizabeth City State University



### 1. General Statement of Educational Mission

Elizabeth City State University is a public university offering baccalaureate degree programs in the arts and sciences, selected professional and pre-professional areas, and the Master's Degree in Elementary Education. Through its Graduate Center, the university provides educational access to students who seek advanced professional study and master's degree programs offered by other constituent institutions.

Originally an institution for African Americans, Elizabeth City State's heritage provides a rich background for serving its increasingly multi-cultural student body. The university offers a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever-changing, technologically advanced global society.

Elizabeth City State University promotes excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state. Through its teaching, research, and community outreach, the university seeks to identify and address the needs of northeastern North Carolina with particular attention to supporting its environmentally sensitive economic development.

### 2. Program Discontinuations

Elizabeth City State University is authorized to discontinue the following baccalaureate degree program.

#### Education

13.1303 Business Education

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

Elizabeth City State University has submitted notification of intent to plan the following baccalaureate degree programs.

#### Communications

09.0101 Communication Studies

#### Social Sciences and History

45.0601 Economics

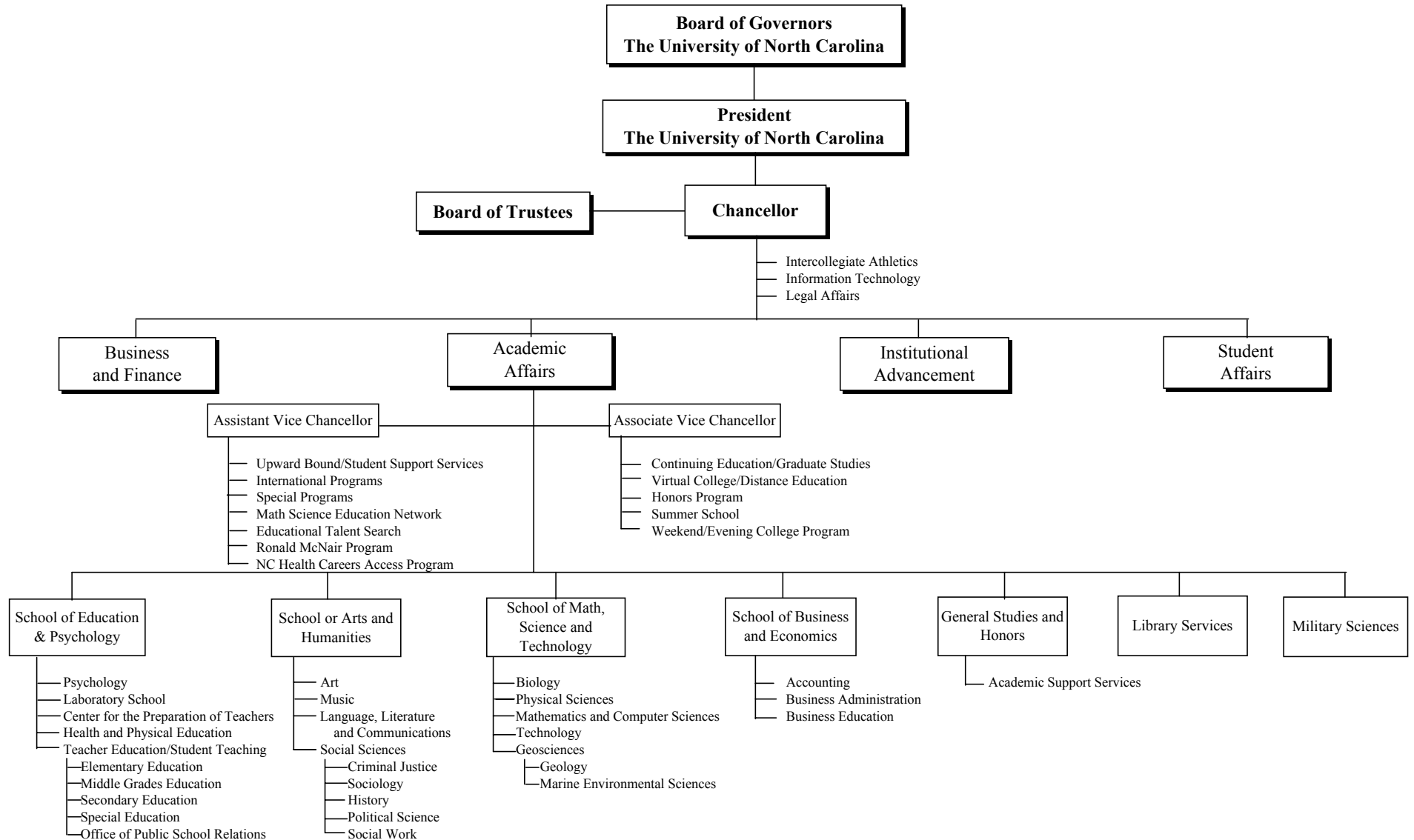
#### Transportation and Materials Moving Services

49.0101 Aviation Sciences

### 4. Authorized Degree Programs at Elizabeth City State University

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of Elizabeth City State University, 2001**



## Fayetteville State University

### 1. General Statement of Educational Mission



Fayetteville State University is a public comprehensive university, offering degrees at the baccalaureate, master's and doctoral levels. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of America and the world.

As part of its broader mission, the university extends its services as a regional institution by providing life-long learning experiences and opportunities to the University's immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

### 2. Program Discontinuations

Fayetteville State University is authorized to discontinue the following associate of arts and baccalaureate degree programs.

#### a. Associate Level

##### Computer and Information Science

11.0701 Computer Science

##### Foreign Languages and Literatures

16.0905 Spanish Language and Literature

##### English Language and Literature/Letters

23.0101 English

##### Liberal Arts & Sciences, General Studies and Humanities

24.0101 General Studies

##### Biological Sciences/Life Sciences

26.0101 Biology, General

##### Mathematics

27.0101 Mathematics

##### Physical Sciences

40.0501 Chemistry

##### Psychology

42.0101 Psychology, General

##### Protective Services

43.0104 Criminal Justice Studies

43.0107 Law Enforcement/Police Science

##### Public Administration and Services

44.0401 Public Administration

##### Social Sciences and History

45.0701 Geography

45.0801 History, General

45.1001 Political Science, General

45.1101 Sociology

##### Visual and Performing Arts

50.0701 Art, General

50.0901 Music, General

##### Business Management and Administrative Services

52.0201 Business Administration

#### b. Baccalaureate Level

##### Business Management & Administrative Services

52.0201 Office Administration

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

Fayetteville State University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

#### a. Baccalaureate Level

##### Education

13.1302 Birth-Kindergarten

#### b. Master's Level

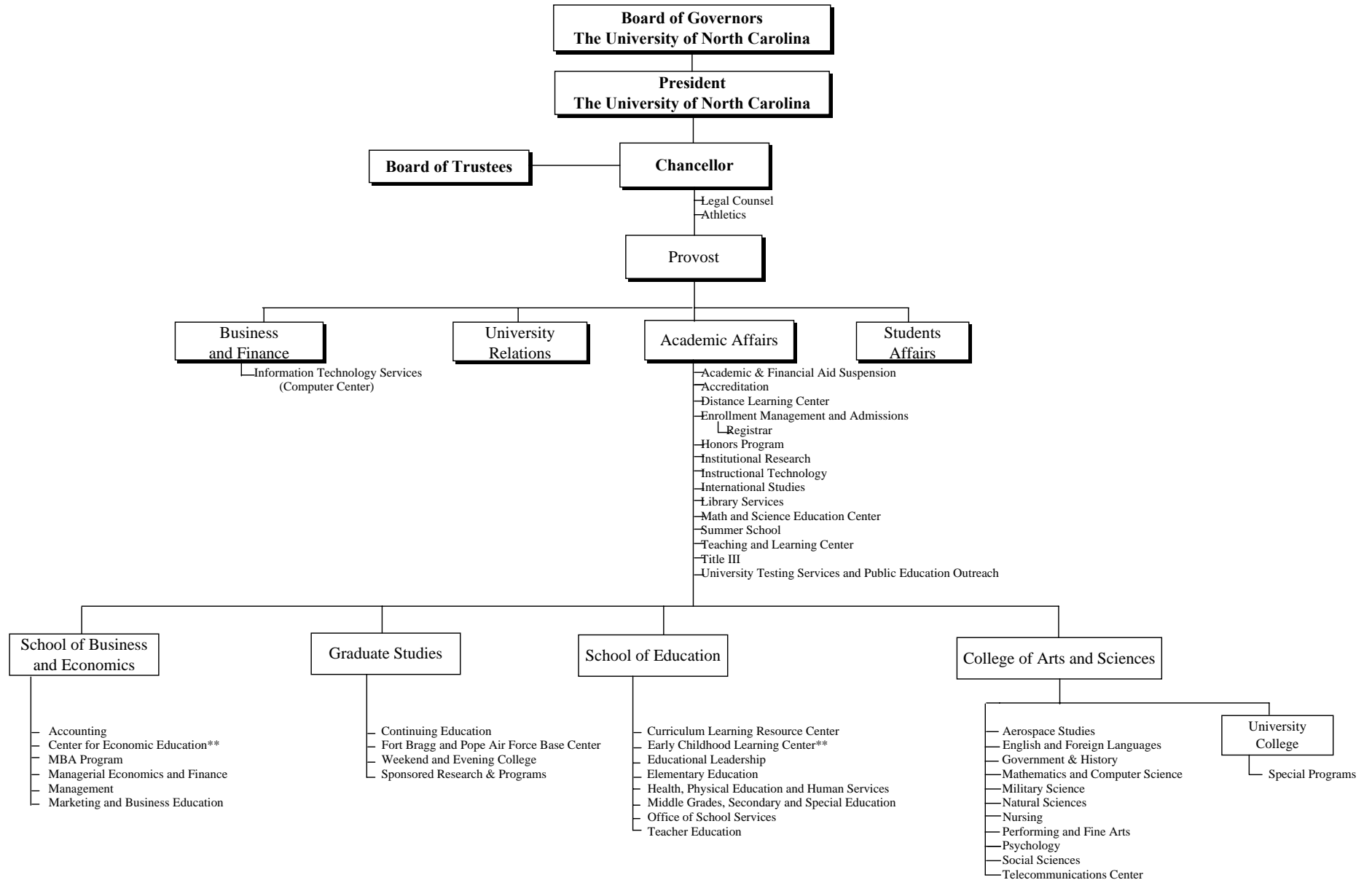
##### Public Administration and Services

44.0701 Social Work

### 4. Authorized Degree Programs at Fayetteville State University

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of Fayetteville State University, 2001**



\*\*Public Service Unit

## North Carolina Agricultural and Technical State University

### 1. General Statement of Educational Mission



North Carolina Agricultural and Technical State University is a public, comprehensive, land-grant university committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The university offers degree programs at the baccalaureate, master's and doctoral levels with emphasis on engineering, science, technology, literature and other academic areas. As one of North Carolina's three engineering colleges, the university offers Ph.D. programs in engineering. Basic and applied research is conducted by faculty in university centers of excellence, in interinstitutional relationships, and through significant involvement with several public and private agencies. The university also conducts major research through engineering, transportation, and its extension programs in agriculture.

### 2. Program Discontinuations

North Carolina Agricultural and Technical State University is authorized to discontinue the following master's degree programs.

#### Education

13.1315 Reading Education

#### Engineering

14.0101 Engineering, General

14.0401 Architecture Engineering

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

North Carolina A & T State University has submitted notification of intent to plan the following baccalaureate degree programs.

#### Engineering

14.0901 Computer Engineering

#### Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Studies

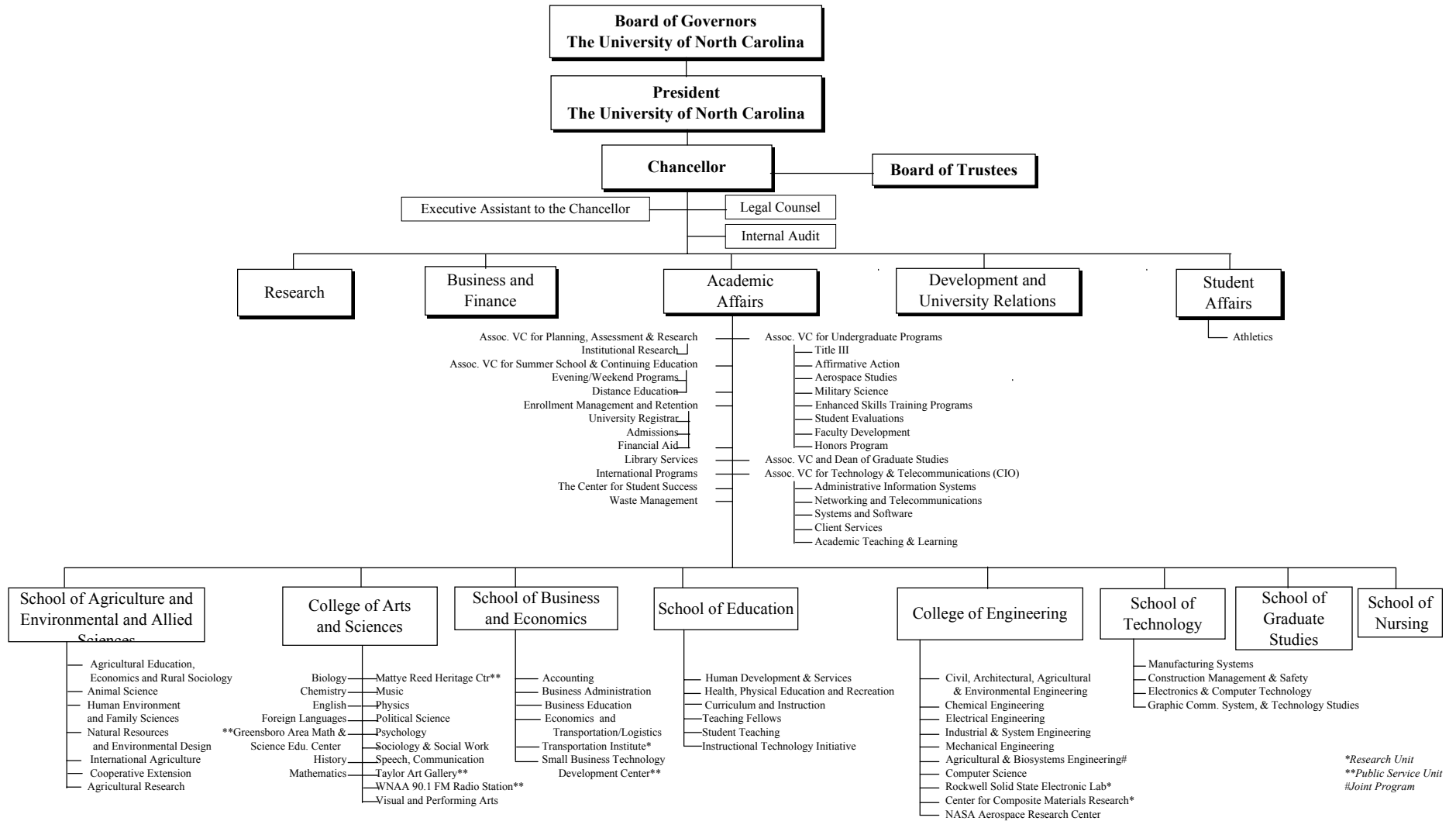
#### Protective Services

43.0104 Criminal Justice

### 4. Authorized Degree Programs at North Carolina A & T State University

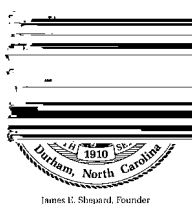
The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of North Carolina Agricultural and Technical State University, 2001**



## North Carolina Central University

### 1. General Statement of Educational Mission



North Carolina Central University is a comprehensive university offering programs at the undergraduate and graduate levels. It is the nation's first public liberal arts institution founded for African Americans. The university maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual curiosity and to enhance the academic and professional skills of its students and faculty.

The mission of the university is to prepare students academically and professionally and to promote consciousness of social responsibility and dedication to the advancement of the general welfare of the people of North Carolina, the United States, and the world. The university will serve its traditional clientele of African American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Teaching is the primary focus of the university. As a part of that focus, the university encourages its faculty to pursue intellectual development and rewards effective teaching. The university recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative, and service activities which benefit the community.

### 2. Program Discontinuations

None.

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

North Carolina Central University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

#### a. Baccalaureate Level

##### Liberal Arts & Sciences, General Studies, and Humanities

24.0101 Interdisciplinary Studies

##### Public Administration and Services

44.0401 Public Administration

##### Business Management and Administrative Services

52.1201 Computer Information Systems

#### b. Master's Level

##### Education

13.1302 Art Education

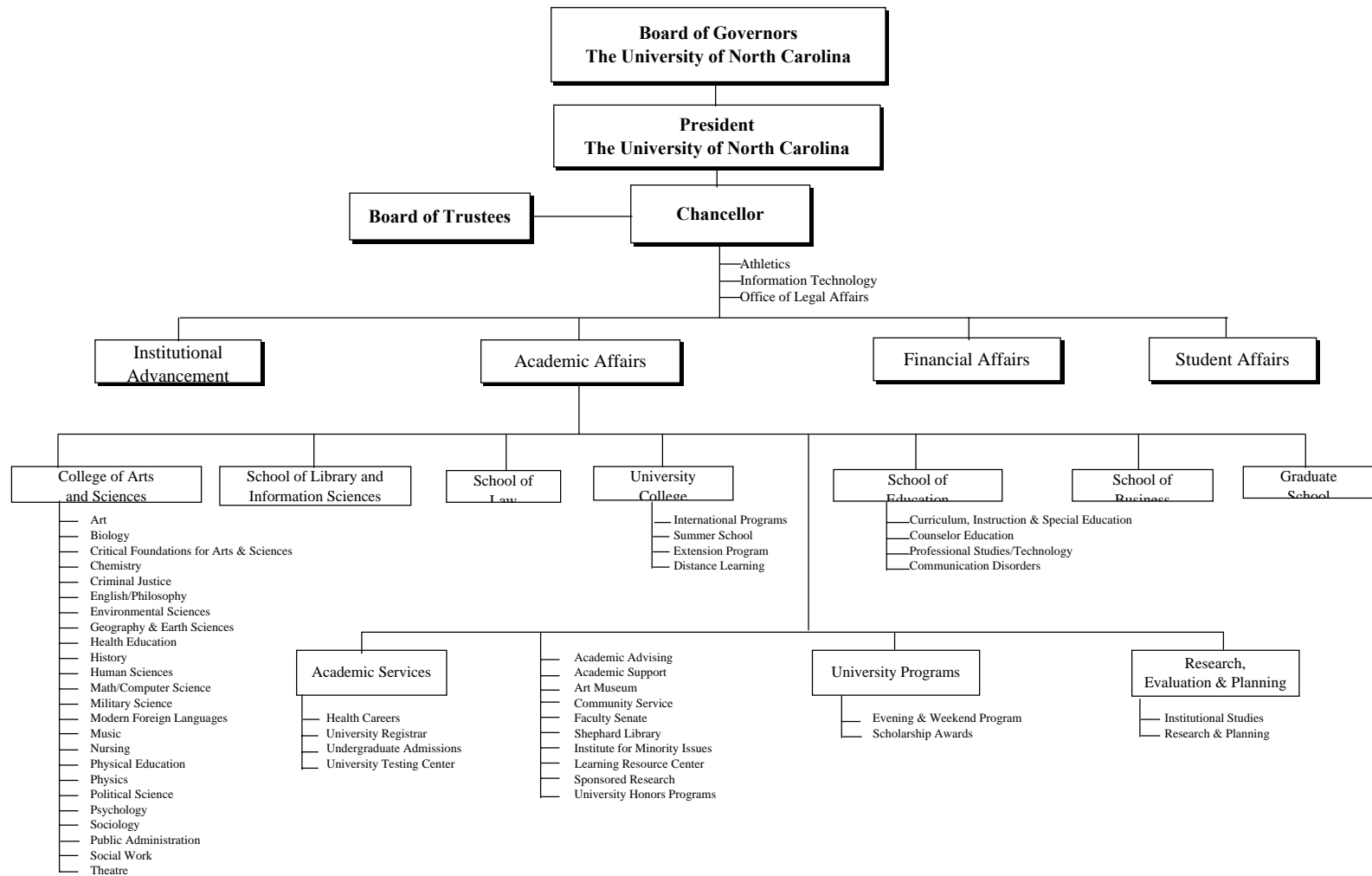
##### Law and Legal Studies

22.0199 Civil Rights Law

### 4. Authorized Degree Programs at North Carolina Central University

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of North Carolina Central University, 2001**





## North Carolina School of the Arts

### 1. General Statement of Educational Mission



The North Carolina School of the Arts is a specialized institution, offering programs at the secondary and baccalaureate levels in dance, design and production, drama, filmmaking, and music, and at the master's level in design and production and music. The School is the only state institution dedicated entirely to the professional training of students who possess exceptional talent in the performing arts. According to the Enabling Act, the mission is distinctive:

"...The primary purpose of the School shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, dance, and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts."

Its program in the performing arts includes general education programs offered by the Division of General Studies. The School will continue to strengthen and improve its existing programs, and will continue to place emphasis upon recruitment of North Carolina students. The School will also emphasize the further development of those community service activities that contribute to the cultural enrichment of North Carolina, principally through concerts and performances of its faculty and students. These activities form an important element in the professional training of its students.

### 2. Program Discontinuations

None.

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

North Carolina School of the Arts has submitted notification of intent to plan the following master's degree program.

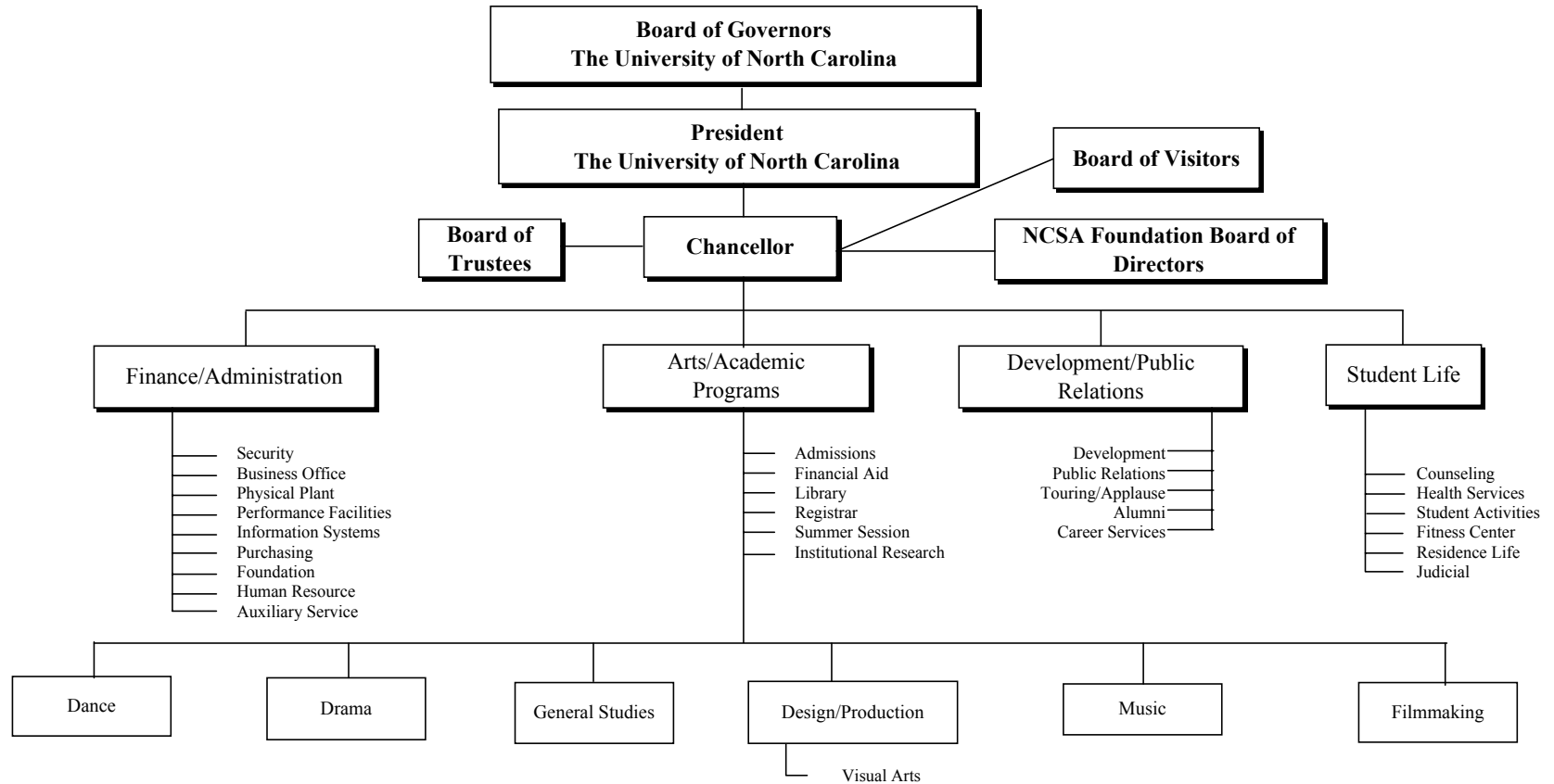
#### Visual and Performing Arts

50.0602 Film Arts

### 4. Authorized Degree Programs at North Carolina School of the Arts

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of North Carolina School of the Arts, 2001**



\*\*Public Service Unit

## North Carolina State University

### 1. General Statement of Educational Mission



The mission of North Carolina State University is to serve its students and the people of North Carolina as a doctoral/research-extensive, land-grant university. Through the active integration of teaching, research, extension, and engagement North Carolina State University creates an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility. Enhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines, North Carolina State University provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.

### 2. Program Discontinuations

North Carolina State University is authorized to discontinue the following master's degree program.

#### Social Sciences and History

45.1001 Political Science

### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

North Carolina State University has submitted notification of intent to plan the following master's degree program.

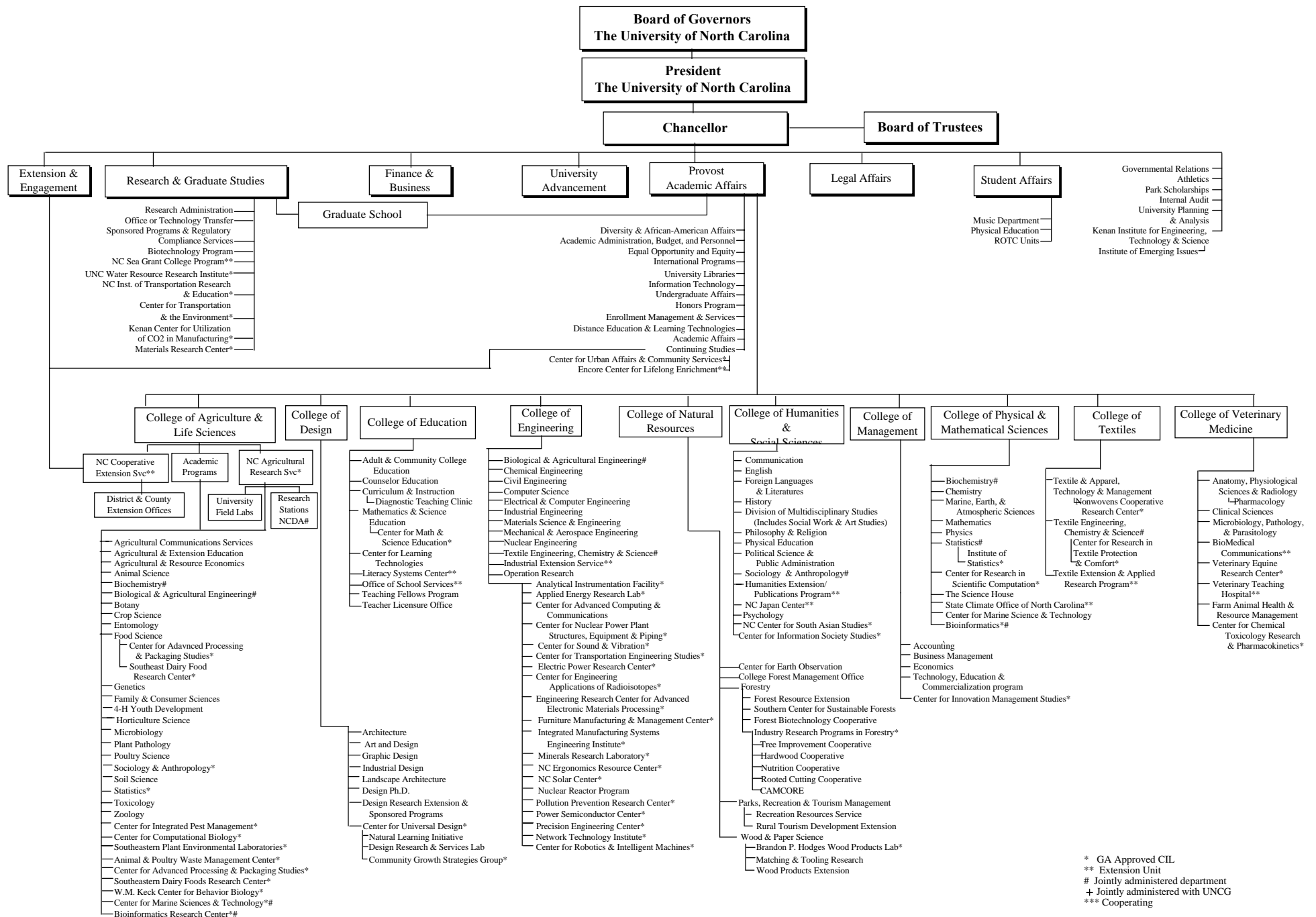
#### Foreign Languages and Literatures

16.0905 Foreign Languages

### 4. Authorized Degree Programs at North Carolina State University

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# Organizational Chart of North Carolina State University, 2001



\* GA Approved CIL  
 \*\* Extension Unit  
 # Jointly administered department  
 + Jointly administered with UNCG  
 \*\*\* Cooperating

## The University of North Carolina at Asheville

### 1. General Statement of Educational Mission



The University of North Carolina at Asheville offers a superior liberal arts education for well-prepared students who are committed to learning and personal growth. Its education is liberating, promoting the free and rigorous pursuit of truth, respect for differing points of view and heritage, and an understanding that values play a role in thought and action. Through this education, the university aims to develop students of broad perspective who think critically and creatively, communicate effectively, and participate actively in their communities. UNCA is North Carolina's only designated public liberal arts university.

Small by choice, UNCA brings together faculty, students, and staff of diverse cultural backgrounds to interact closely in a supportive community. The university makes excellence in teaching the highest priority for its faculty. It fosters scholarship and creative activities by faculty and students alike.

UNCA provides undergraduate programs in the arts, the humanities, the natural and social sciences, and in selected pre-professional programs that are solidly grounded in the liberal arts. The university seeks to connect the traditional liberal arts fields through interdisciplinary studies and to integrate these areas of inquiry with programs that prepare students for rewarding careers. To enhance and extend the undergraduate programs, UNCA offers an interdisciplinary Master of Liberal Arts.

As a public university, UNCA serves the region and state in ways that complement its educational mission. It encourages students, faculty, and staff to interact with and serve the community, and it shares cultural and educational resources with citizens at all stages of life and learning. The university houses the Asheville Graduate Center, the North Carolina Center for Creative Retirement, and other programs which provide opportunities to citizens for continued learning and public service.

The ultimate aim of the university is to provide students the best possible opportunity to acquire the skills, knowledge, and understanding necessary to pursue their goals, to find meaning in their lives, and to take their places as contributing citizens of a changing society.

### 2. Program Discontinuations

None.

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

The University of North Carolina at Asheville has submitted notification of intent to plan the following baccalaureate programs.

#### Parks, Recreation, Leisure & Fitness Studies

31.0503 Athletic Training

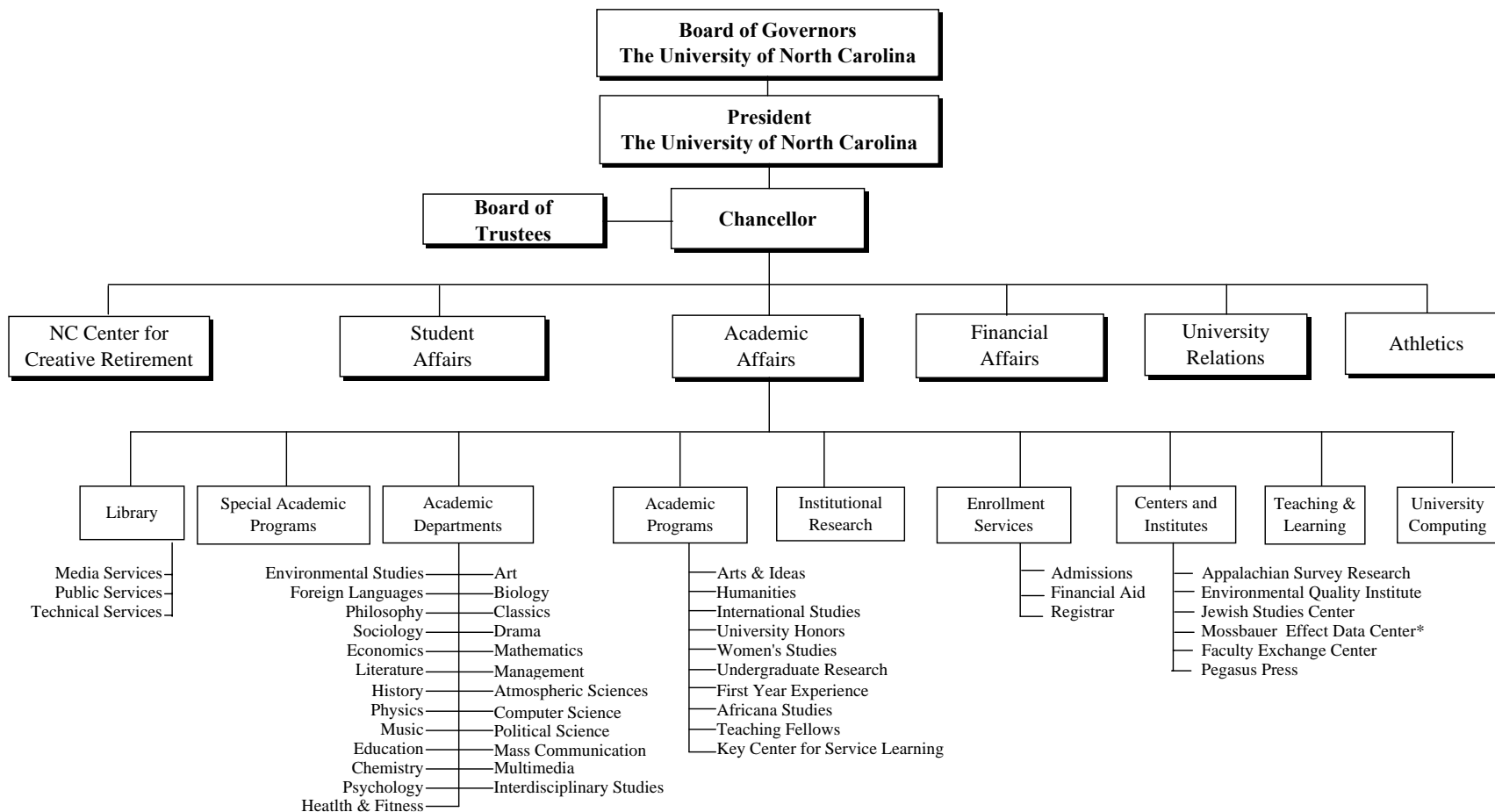
#### Health Professions and Related Sciences

51.2207 Public Health Promotion

### 4. Authorized Degree Programs at the University of North Carolina at Asheville

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of The University of North Carolina at Asheville, 2001**



\*Research Unit

## The University of North Carolina at Chapel Hill

### 1. General Statement of Educational Mission



The University of North Carolina at Chapel Hill has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs. The university is a doctoral/research-extensive university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge. The mission of the university is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The university exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; to improve the condition of human life through service and publication; and to enrich the culture.

To fulfill this mission, the university must: (1) acquire, discover, preserve, synthesize, and transmit knowledge; (2) provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and nation; (3) provide graduate and professional programs of national distinction at the doctoral and other advanced levels; (4) extend knowledge-based services and other resources of the university to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state; and (5) address, as appropriate, regional, national, and international needs.

### 2. Program Discontinuations

The University of North Carolina at Chapel Hill is authorized to discontinue the following master's degree programs.

#### Education

13.1202 Elementary Education (*consolidate both of these programs into the existing*  
13.1203 Middle Grades Education *master's program in Education, General under 13.0101*)

### 3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

The University of North Carolina at Chapel Hill has submitted notification of intent to plan the following baccalaureate degree programs.

#### Computer and Information Sciences

11.0401 Information Science

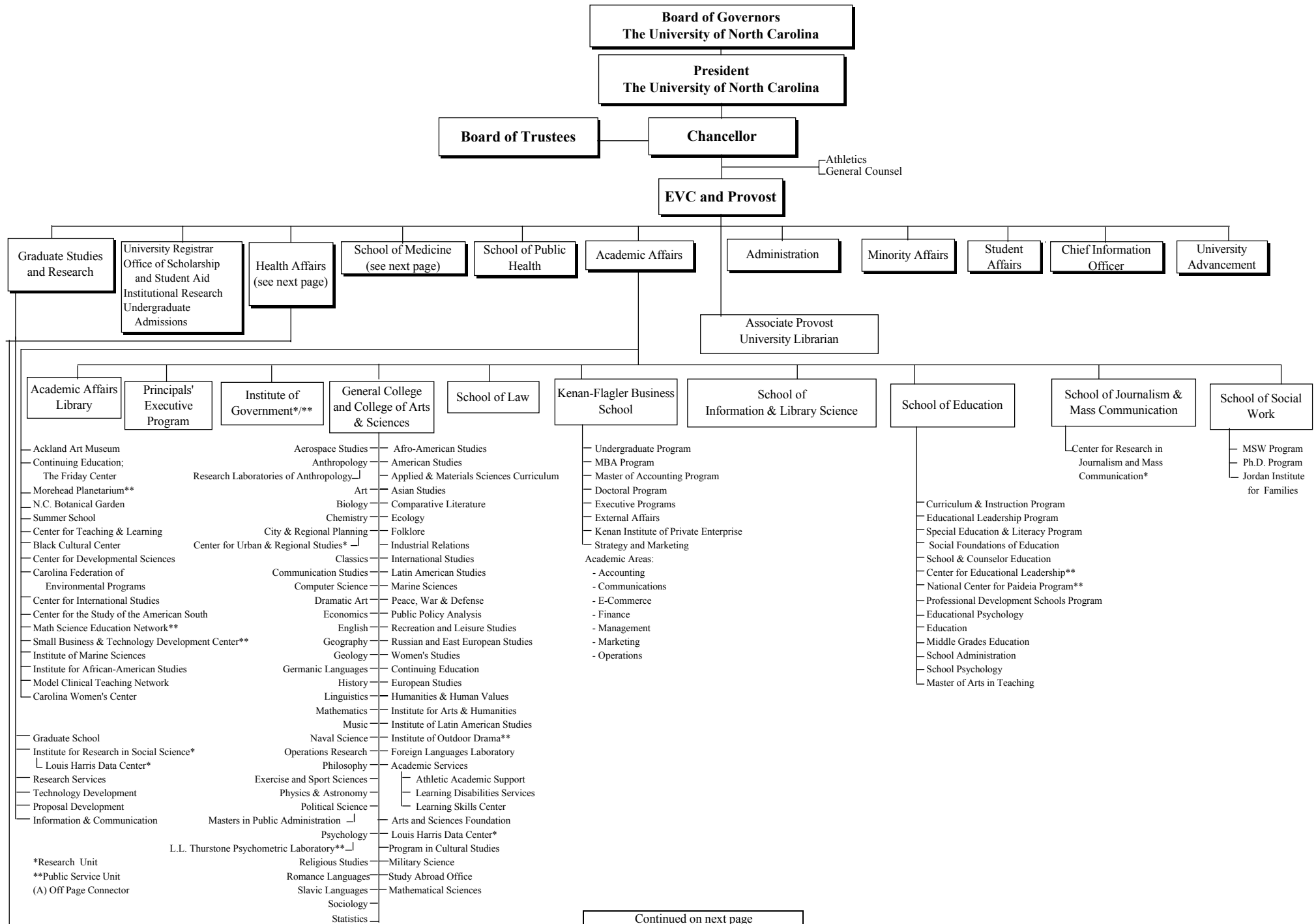
#### Biological Sciences/Life Sciences

26.0699 Human Biology

### 4. Authorized Degree Programs at the University of North Carolina at Chapel Hill

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

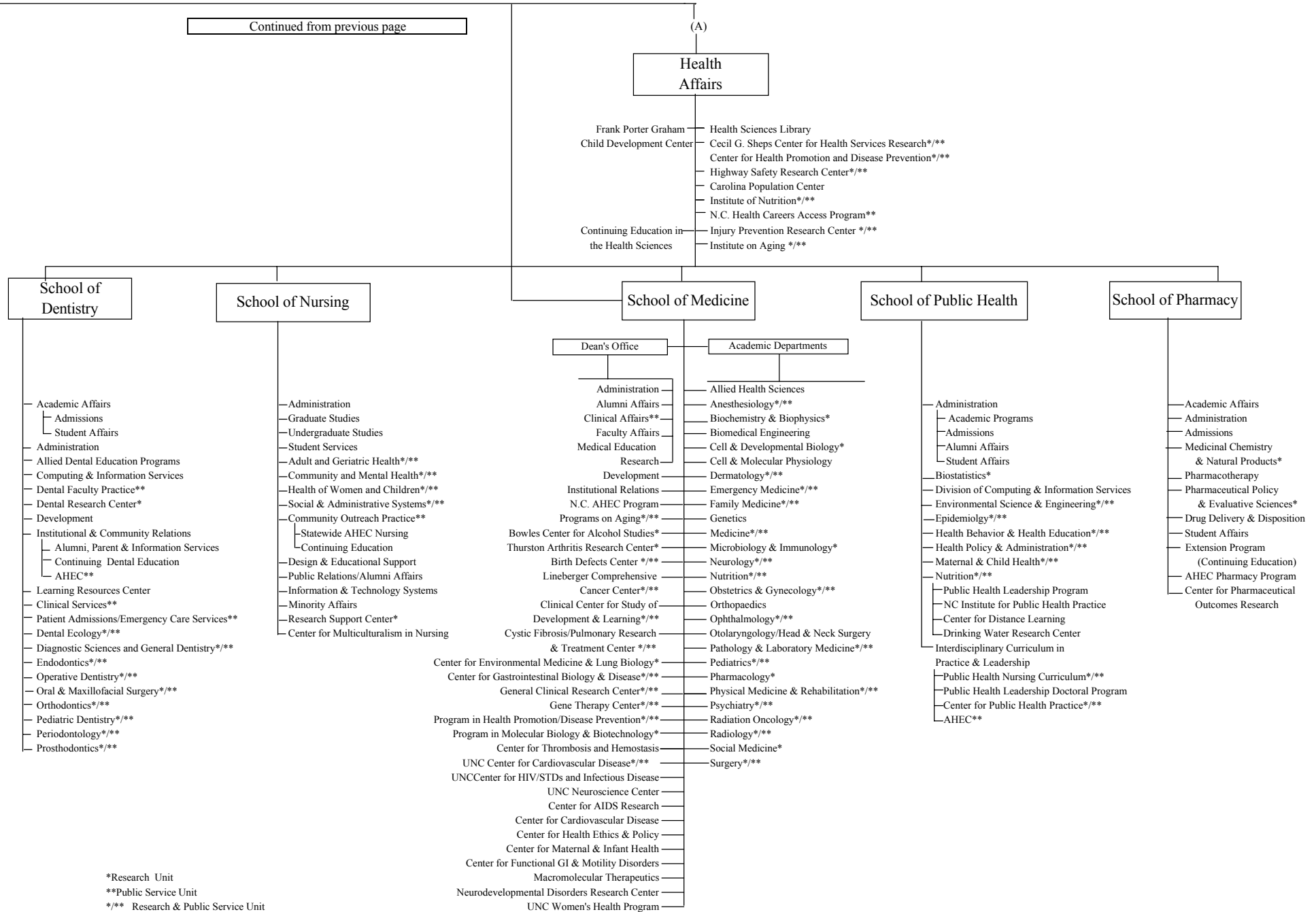
# Organization Chart of The University of North Carolina at Chapel Hill, 2001



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\*Research Unit

\*\*Public Service Unit

\*/\*\* Research & Public Service Unit

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## The University of North Carolina at Charlotte

### 1. General Statement of Educational Mission



UNC Charlotte is the only Doctoral/Research University-Intensive in the Charlotte region, fully engaged in the discovery, dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on- and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area. As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region.

The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Nursing and Health Professions, and through programs and services designed to support students' intellectual and personal development. The university offers an extensive array of baccalaureate and master's programs and a number of doctoral programs.

With a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the Charlotte region: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; 4) Children, Families, and Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.

### 2. Program Discontinuations

The University of North Carolina at Charlotte is authorized to discontinue the following master's degree programs.

#### Mathematics

27.0302 Applied Mathematics (*consolidate both of these programs into existing master's*  
27.0501 Applied Statistics *program in Mathematics under 27.0101*)

### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

The University of North Carolina at Charlotte has submitted notification of intent to plan the following baccalaureate and master's degree programs.

#### a. Baccalaureate Level

##### Parks, Recreation Leisure and

##### Fitness Studies

31.0503 Athletic Training

#### b. Master's Level

##### Philosophy and Religion

38.0201 Religious Studies

##### Physical Sciences

40.0807 Optics

##### Visual and Performing Arts

50.0407 Arts Administration

### 4. Authorization to Plan New Programs (Doctoral or First Professional)

The University of North Carolina at Charlotte is authorized to plan the following doctoral program.

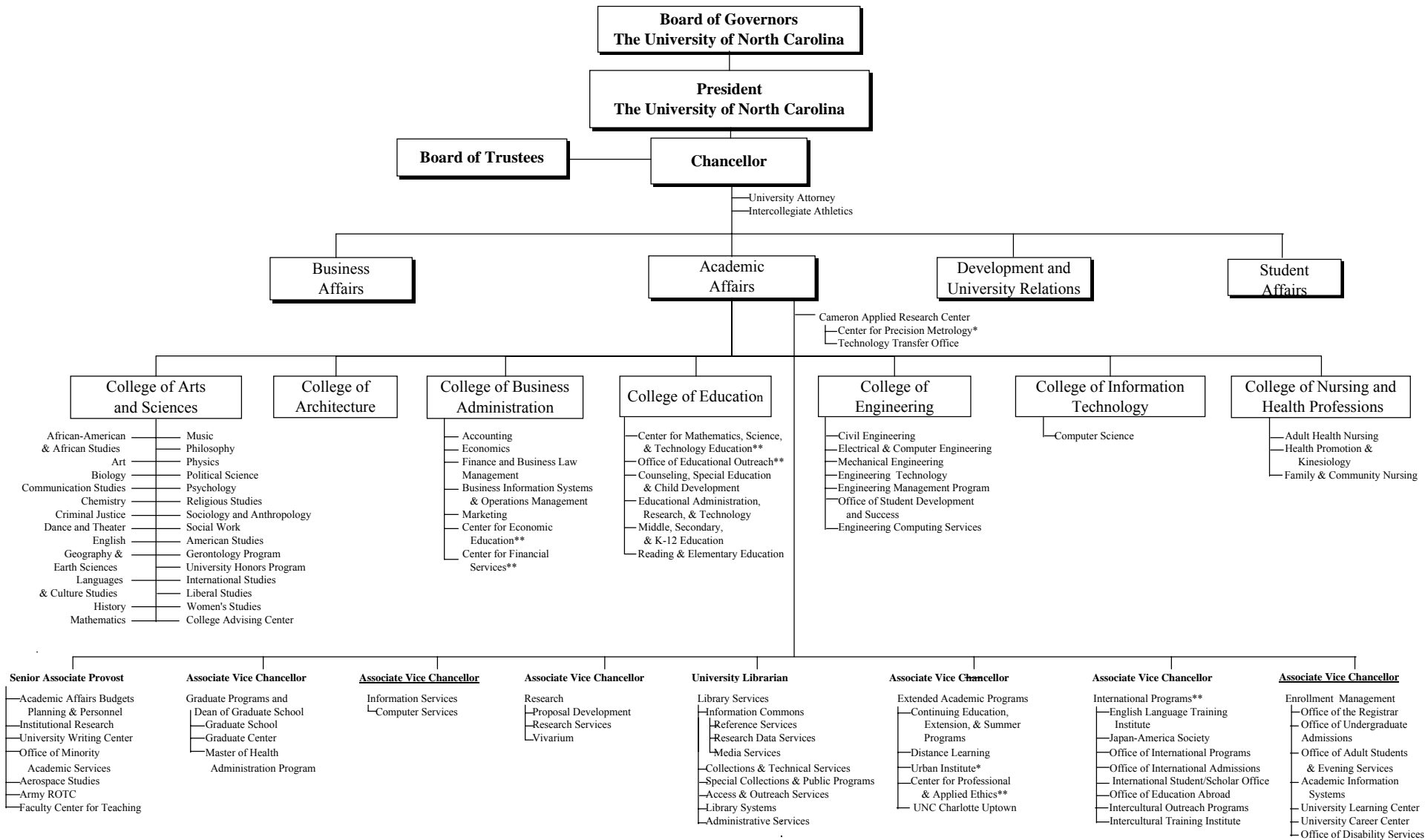
#### Physical Sciences

40.0807 Optics

### 5. Authorized Degree Programs at the University of North Carolina at Charlotte

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# Organization Chart of The University of North Carolina at Charlotte, 2001



\*Research Unit  
\*\*Public Service Unit

## The University of North Carolina at Greensboro

### 1. General Statement of Educational Mission



The University of North Carolina at Greensboro is a student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service. As a doctoral/research-intensive university, it is committed to teaching based in scholarship and advancing knowledge through research. The College of Arts and Sciences and six professional schools offer challenging graduate and undergraduate programs in which students are mentored by outstanding teachers, including nationally recognized researchers and artists.

Affirming the liberal arts as the foundation for lifelong learning, the university provides exemplary learning environments on campus and through distance education so that students can acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society. Co-curricular and residential programs contribute to students' social, aesthetic, and ethical development.

The University of North Carolina at Greensboro is a community in which people of any racial or ethnic identity, age, or background can achieve an informed appreciation of their own and different cultures. It is a community of actively engaged students, faculty, staff, and alumni founded on open dialogue, shared responsibility, and respect for the distinct contributions of each member.

### 2. Program Discontinuations

The University of North Carolina at Greensboro is authorized to discontinue the following master's degree programs.

#### Education

13.1316 Science Education (*consolidate both of these programs into the existing master's*  
13.1318 Social Studies *program in Curriculum and Instruction under 13.0301*)

### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

The University of North Carolina at Greensboro has submitted notification of intent to plan the following baccalaureate and master's degree programs.

#### a. Baccalaureate Level

##### Area, Ethnic and Cultural Studies

05.0201 African-American Studies

#### b. Master's Level

##### Multi/Interdisciplinary Studies

30.0501 Dispute Resolution

### 4. Authorization to Plan New Programs (Doctoral or First Professional)

The University of North Carolina at Greensboro is authorized to plan the following new doctoral degree programs.

#### Social Sciences and History

45.0701 Geography

45.0801 History

#### Business Administration and Administrative Services

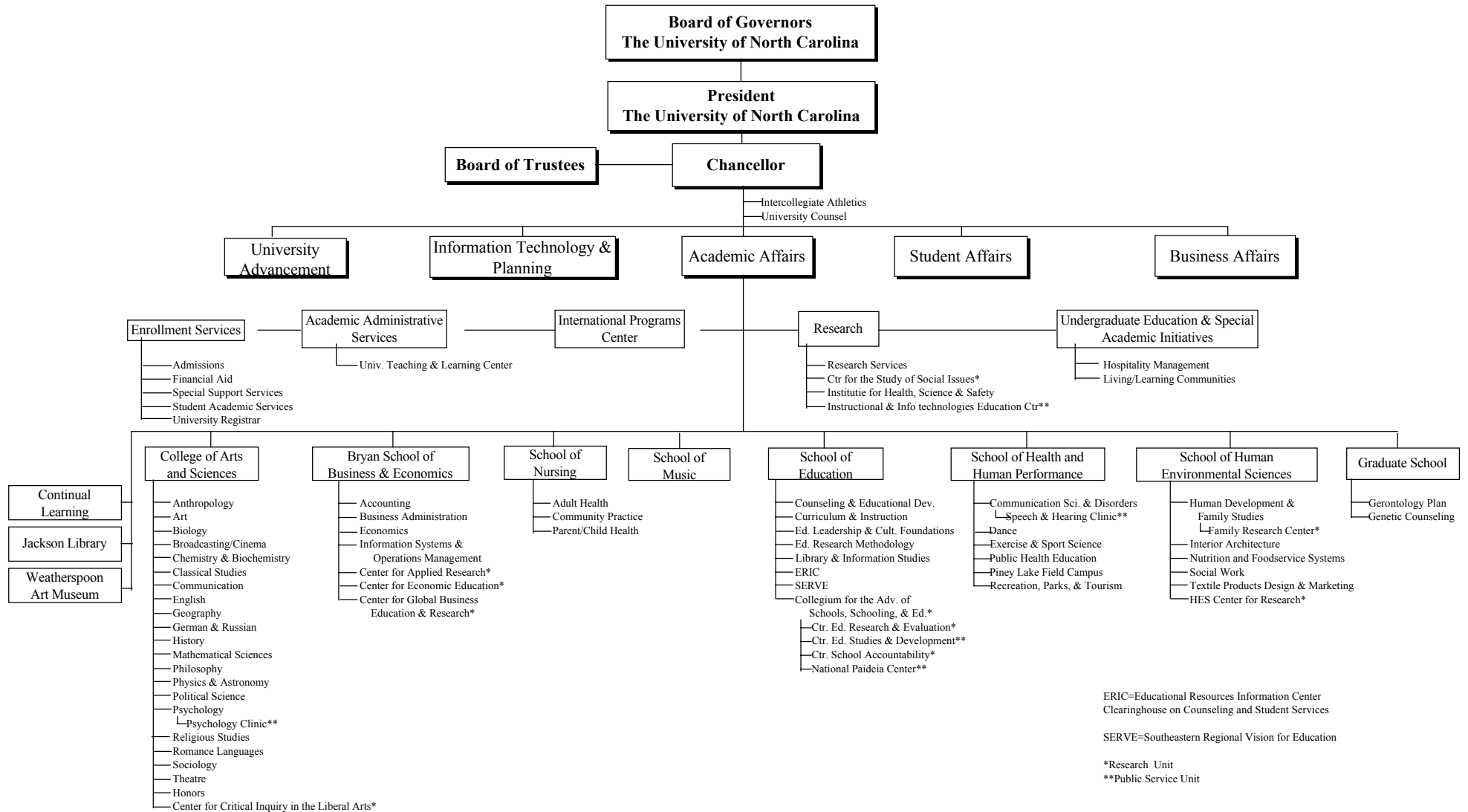
52.0601 Economics

52.1201 Information Systems

### 5. Authorized Degree Programs at the University of North Carolina at Greensboro

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of The University of North Carolina at Greensboro, 2001**



## The University of North Carolina at Pembroke

### 1. General Statement of Educational Mission



The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor's level and selected programs at the master's level. Combining the opportunities available at a larger university with the personal attention characteristic of a small college, the university provides an intellectually challenging environment created by a faculty dedicated to effective teaching,

interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, post-graduate education, and community leadership.

Founded in 1887 to educate American Indians, the university now serves a student body reflective of the rich cultural diversity of American society. As it stimulates interaction within and among its cultural groups, the university enables its students to become informed, principled, and tolerant citizens with a global perspective.

The university encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the 21<sup>st</sup> century. Drawing strength from its heritage, the University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social and cultural life of the region and beyond.

### 2. Program Discontinuations

None.

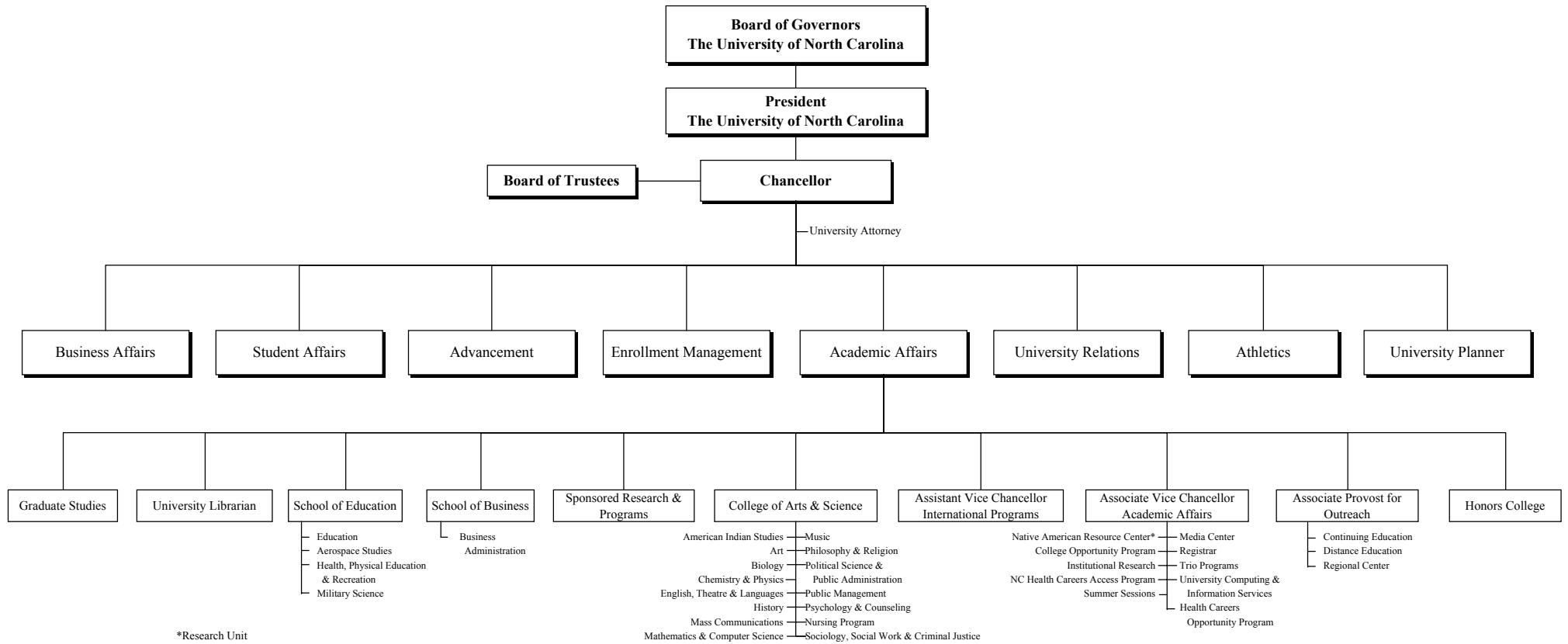
### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

No notification of intent to plan has been received from UNC Pembroke at this time.

### 4. Authorized Degree Programs at the University of North Carolina at Pembroke

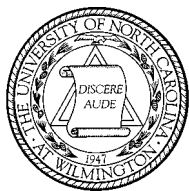
The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

**Organization Chart of  
The University of North Carolina at Pembroke, 2001**



## The University of North Carolina at Wilmington

### 1. General Statement of Educational Mission



The University of North Carolina at Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship and artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Strong graduate programs complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology through the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

### 2. Program Discontinuations

None.

### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

No notification of intent to plan has been received from UNC Wilmington at this time.

### 4. Authorization to Plan New Programs (Doctoral or First Professional)

The University of North Carolina at Wilmington is authorized to plan the following doctoral program.

#### Biological Sciences/Life Sciences

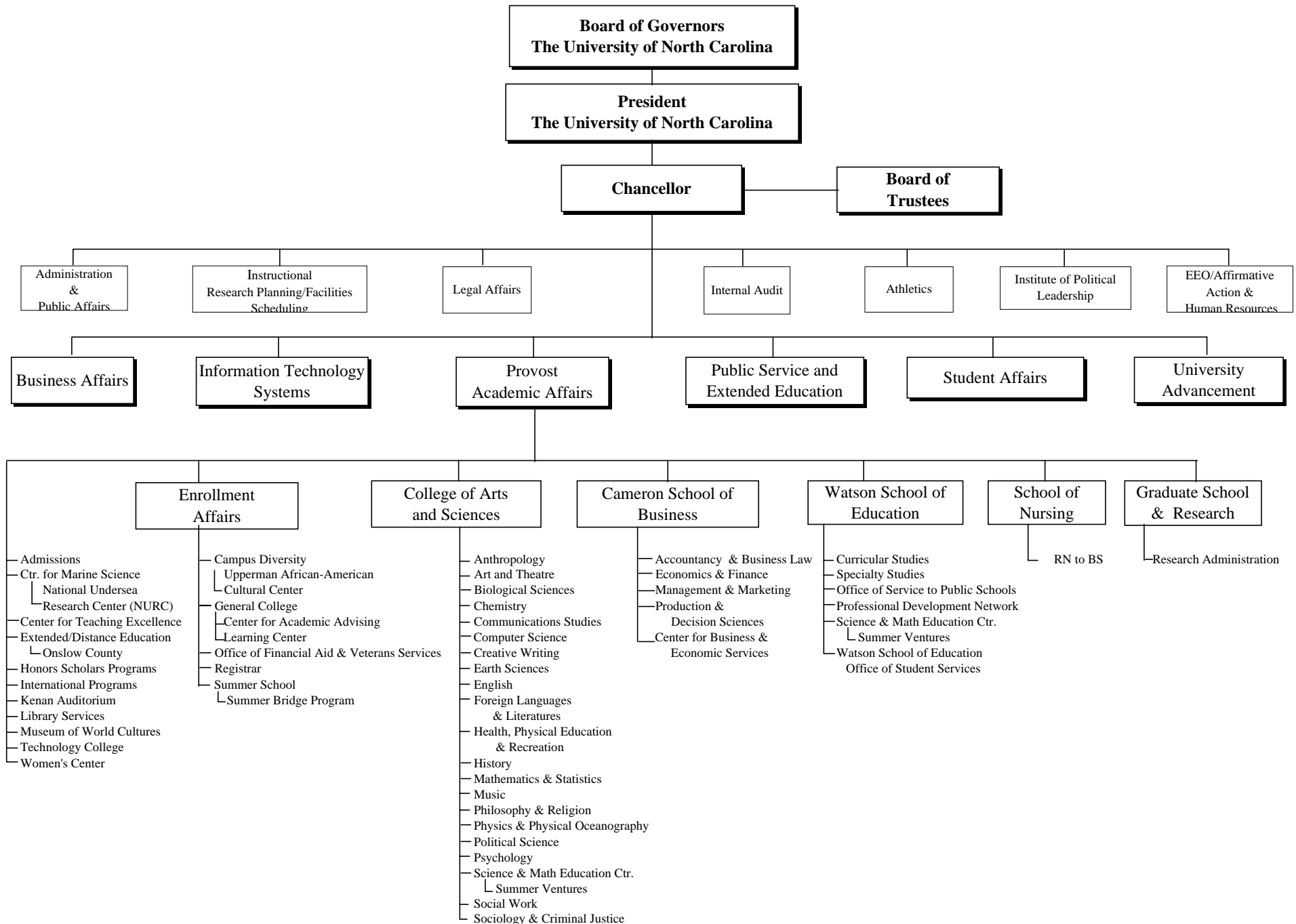
26.0607 Marine Biology

### 5. Authorized Degree Programs at the University of North Carolina at Wilmington

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).



# Organization Chart of The University of North Carolina at Wilmington, 2001



## Western Carolina University

### 1. General Statement of Educational Mission



Western Carolina University is a comprehensive university within the University of North Carolina, offering a broad array of undergraduate and graduate programs in the arts, sciences, and professions. The university serves the people of North Carolina from its residential main campus at Cullowhee and through its resident credit programs in Asheville and Cherokee. Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.

### 2. Program Discontinuations

Western Carolina University is authorized to discontinue the following baccalaureate degree programs.

#### Education

13.1308 Family/Consumer Science  
13.1309 Industrial Arts Education

#### Home Economics

19.0701 Child and Family Studies

#### Physical Sciences

40.0601 Geology (B.A.)  
40.0801 Physics

#### Health Professions and Related Sciences

51.0701 Health Services Management

#### Business Management & Admin. Services

52.0601 Economics

### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

Western Carolina University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

#### a. Baccalaureate Level

##### Conservation & Renewable Natural Resources

03.0102 Environmental Science

##### Engineering-Related Technologies

15.9999 Construction Management

#### b. Master's Level

##### Conservation & Renewable Natural Resources

03.0102 Environmental Science

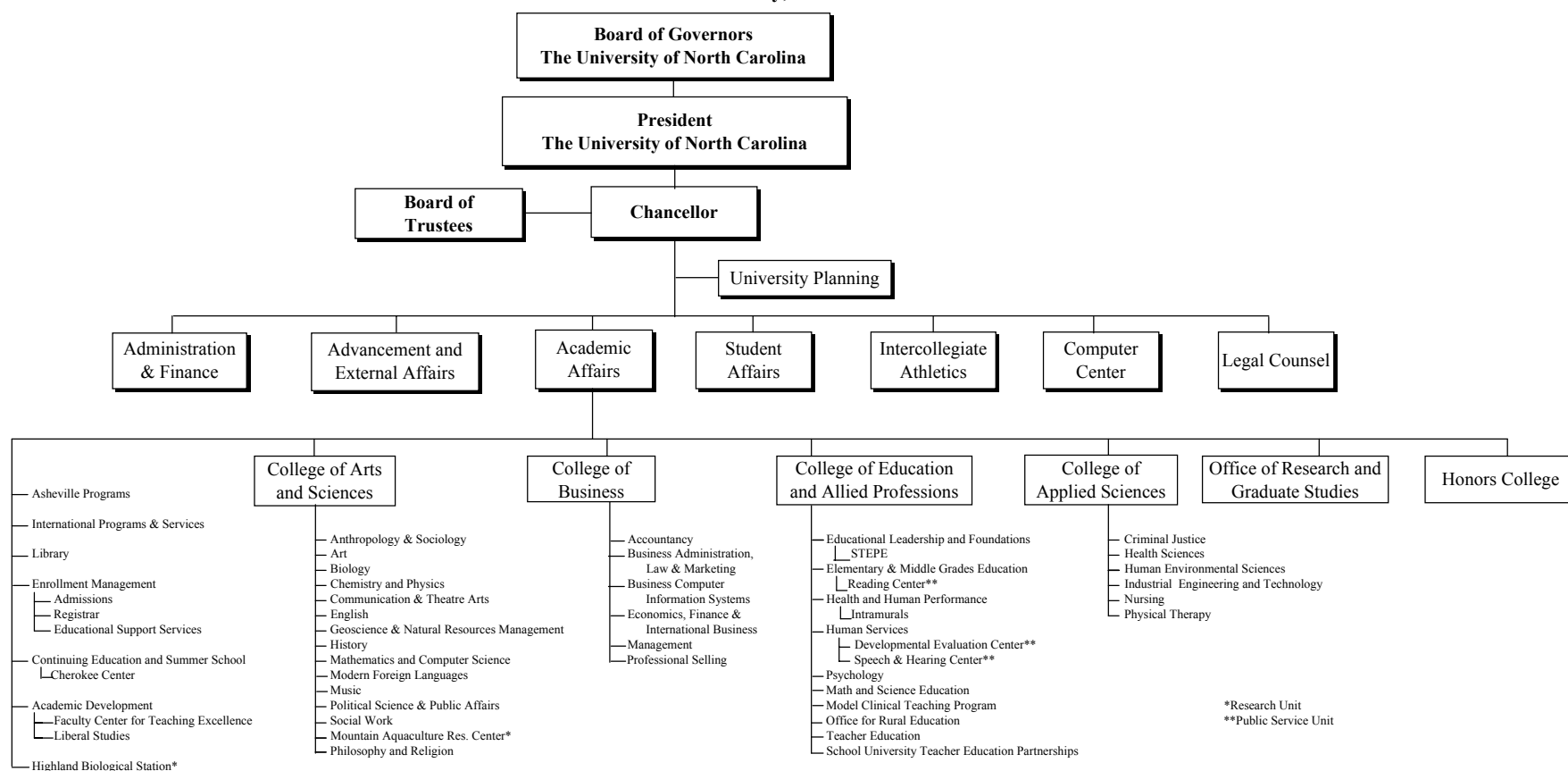
##### Education

13.1102 College Student Personnel

### 4. Authorized Degree Programs at Western Carolina University

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of Western Carolina University, 2001**



## Winston-Salem State University

### 1. General Statement of Educational Mission



Winston-Salem State University is a public university whose primary mission is to offer high quality educational programs at the baccalaureate level for a diverse student population. Master's level programs for professional study are also available from the university and through inter-institutional agreements. While the primary focus is on teaching and learning, the university encourages scholarship and creative activities by faculty and students and engages in mutually beneficial relationships with the community in ways that complement its educational mission.

The instructional program comprises three components—general education, specialized education, and continuing education. General education provides for all students the academic foundations and cultural experiences essential to a liberal arts education. Specialized education provides students with the experiences necessary to master an academic discipline in preparation for employment and/or graduate and professional programs, including master's degree programs offered at WSSU. The university is strategically positioned to provide unique opportunities for students through four centers of academic excellence in teacher education, information technology, health sciences, and financial services. Continuing education offers individuals opportunities for personal or vocational enrichment through constant, periodic or occasional study.

### 2. Program Discontinuations

Winston-Salem State University is authorized to discontinue the following baccalaureate degree program.

#### Health Professions and Related Sciences

51.2308 Physical Therapy

*(has been replaced with a master's program in Physical Therapy under 51.2308)*

### 3. Notification of Intent to Plan New Programs (Baccalaureate or Master's Level)

Winston-Salem State University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

#### a. Baccalaureate Level

##### Social Work

44.0701 Social Work

##### Health Professions & Related Sciences

51.0701 Health Care Management

#### b. Master's Level

##### Computer and Information Sciences

11.0101 Computer Science and  
Information Technology

##### Nursing

51.1699 Nursing

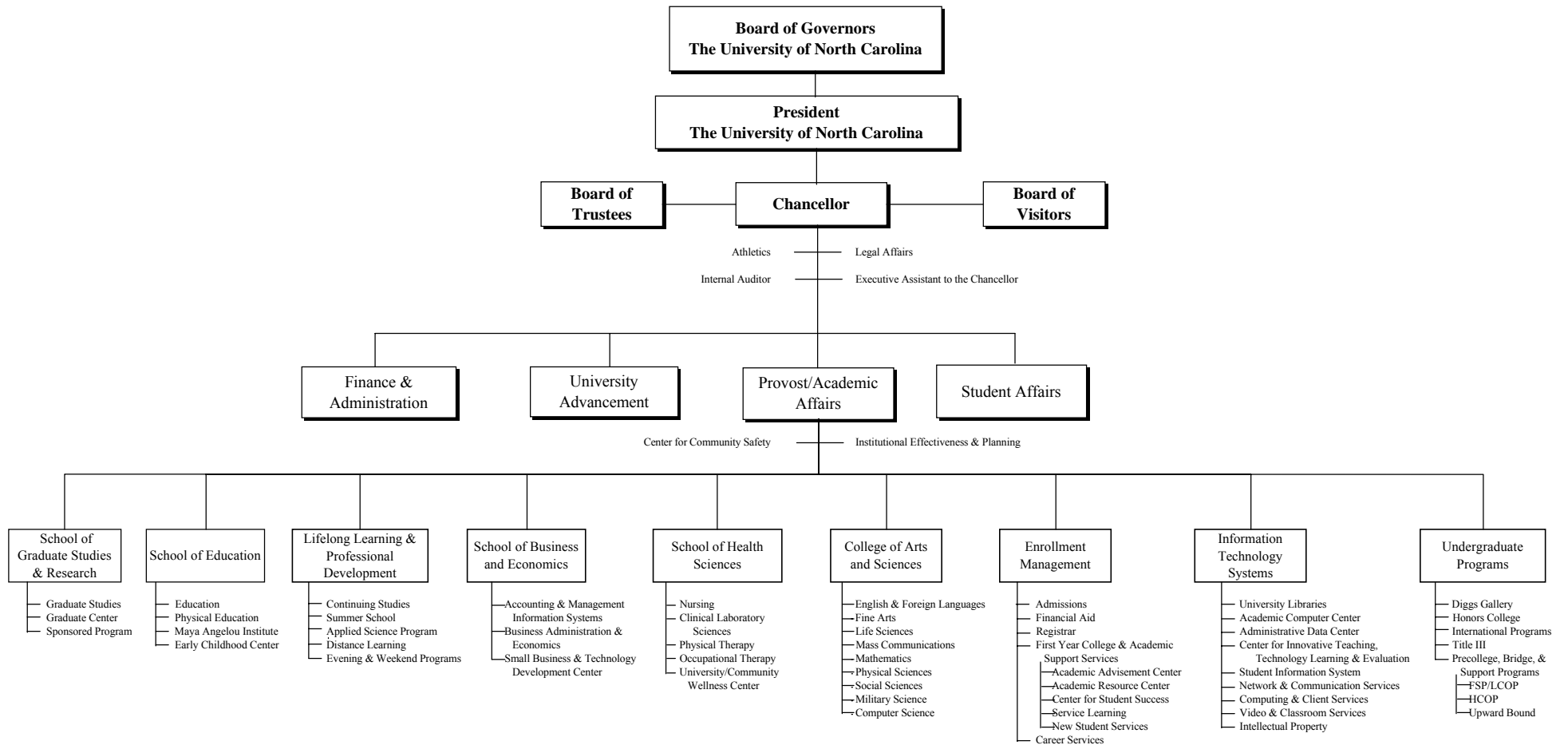
##### Business Administration and Management

52.0201 Business Administration

### 4. Authorized Degree Programs at Winston Salem State University

The University of North Carolina Academic Program Inventory is included in [Appendix D](#).

# **Organization Chart of Winston-Salem State University, 2001**



## **VIII. Future Planning**

This plan will be reviewed in 2003 and will be revised biennially thereafter in odd-numbered years. The Board of Governors shall issue a revised long-range plan in early 2004, prior to preparation of the biennial budget request for 2005-07. This will ensure close linkage between the University's planning and budget processes.

Comprehensive planning at the institutional level will focus upon the review of the mission of the institution together with appropriate further definitions by the Board of Governors of institutional classification, responsibilities, and expectation, including biennial review of academic degree programs characterized by low productivity.

The planning process will be coordinated with and supplemented by special planning studies and program evaluations that may be initiated by the Board of Governors, the President, or the General Assembly and will be conducted in consultation with such other agencies, institutions, and organizations as may be required.

Requests for authorization to plan or to establish degree-related programs may be submitted to the President in accordance with Administrative Memoranda 406 and 407. Requests for authorization to plan or to establish new centers or institutes may be submitted to the President at any time in accordance with Administrative Memorandum 373.

Effective planning must recognize the importance of flexibility in responding to changing needs and opportunities. Procedures for the regular, orderly assessment and adoption of plans and of missions are necessary. The University and the constituent institutions recognize that the capacity for change is essential, but so is a measure of stability and continuity.

This plan reflects not only the current judgment of the institutions and the Board of Governors, but also the experience that has shaped the institutions and their programs. In the absence of major and rapid shifts in circumstances, needs, opportunities, and available resources, it is reasonable to anticipate that future program changes will be thoughtful, measured, and incremental.

To avoid dilution of the quality of needed existing programs by the creation of additional ones, the need for new programs must be well documented, potential costs must be assessed realistically, and current programs must be evaluated rigorously.

The adoption and implementation of this plan reflect this two-fold commitment by the Board of Governors: to be responsive to the needs of the state and its citizens, and to be responsible in the use of the resources that they make available to the University. These principles will continue to guide future planning.

## **Appendix A. UNC's Progress toward Achieving the Strategic Directions of the 2000-2005 Long-Range Plan**

The Board of Governors approved five interrelated strategic directions to pursue in fulfillment of the University's mission, which are presented in *Long-Range Planning 2000-2005*. Each strategic direction is accompanied by implementation strategies (*italicized*), followed by summaries of UNC system-level accomplishments related to the strategies.

### **Access: Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning**

*Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor's degree or higher, with no significant differences between the educational attainment of majority and minority populations.*

*Continue to promote access on the part of traditionally underrepresented segments of North Carolina's population, particularly racial minorities.*

- North Carolina continues to make progress toward the national average of adults 25 and older who have earned a bachelor's degree or higher (26 percent in 2000, compared to 25.2 percent in 1999) with an overall NC rate of 23.2 percent (23.3 percent for men, 23.2 percent for women). There are significant differences among racial and ethnic groups, however, with 26 percent of non-Hispanic whites 25 or older earning a bachelor's degree or higher compared to 14.7 percent for African Americans and 11.3 percent for Hispanics. After a significant increase in rates of NC high school graduates attending a UNC institution over a 15-year period (from 21.2 percent in 1983 to 30.4 percent in 1998), the UNC going rate stabilized for two years at 30.3 percent before increasing to 30.9 percent in fall 2001.
- Initiatives expected to contribute to further improvements in the UNC going rate among all racial and ethnic groups include Pathways, a statewide system of guidance information for students in grades 7-12 and their families and school counselors. The program combines web-based information (*www.CFNC.org*) and toll-free telephone hotline (866-866-CFNC) counseling to raise the awareness of students about educational opportunities in all sectors of NC higher education. Online application for undergraduate admission is available for all UNC institutions, and over 10,000 online applications have been submitted as of December 2001. Upcoming innovations include automatic downloading and uploading of applications, a marketing initiative to increase online applications, and agreement between UNC and the Department of Public Instruction for electronic transfer of the official high school transcript.
- GEAR UP NC is a five-year outreach initiative, funded with \$7.38 million from the US Department of Education, that is designed to increase the college going rate among low-income students. The program specifically targets students who reside in 14 NC counties whose college going rate is among the state's lowest and in whose school systems 50 percent or more of the students are eligible for free or reduced lunches. GEAR UP intervention strategies are designed to improve student achievement and to engage parents, counselors, teachers, school administrators, and business and community leaders to provide support in accomplishing the project's objectives. The project uses the Pathways web site for information about college opportunities and provides a coordinator in each of the participating counties. Separate GEAR UP grant programs have also been established at ASU, FSU, and NCA&TSU.
- The UNC Board of Governors has adopted a need-based financial aid plan that, if fully funded by the NC General Assembly, will have a significant positive impact on students

who wish to attend UNC institutions (see below). Current (2001-2002 year) funding is approximately one-half of the full funding needed for the program.

- In February 2001, the Board of Governors approved the revision of the UNC Minority Presence Plan, entitled "Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement." The plan outlined strategies for promoting access and increased racial and ethnic diversity at UNC institutions, addressed the role of enrollment planning in this effort, and noted outcome measures that would be used to assess progress.

*Continue to keep the costs of attendance at UNC institutions affordable and to address the adequacy and effectiveness of need-based aid for undergraduates.*

- UNC trails other major universities in the nation in funding for need-based financial aid. While NC ranks 10<sup>th</sup> in the nation in the 18-24-year-old population, it ranks 28<sup>th</sup> in availability of need-based aid for full-time undergraduates and 36<sup>th</sup> in the percentage of full-time undergraduates receiving need-based grants. When compared to students enrolled in other low-tuition state institutions, UNC students on average have 48 percent more in unmet need after grant aid, and those who borrow are borrowing close to 43 percent more than their counterparts.
- To help address this issue, the UNC Need Based Financial Aid Program was inaugurated for the 2000-2001 academic year, using the formula recommended in the report of the Task Force on Student Financial Aid presented to the Board of Governors in November 1999. The formula takes advantage of federal data collection (so no additional application for this program is required) and fully leverages other federal funds such as Pell Grants and tax credits. Over 5,300 students were aided in 2000-2001, although funding availability limited grant awards to only freshman students. The budget has now been expanded to allow funding for both freshmen and sophomores, and over 10,000 recipients are anticipated for the 2001-2002 year. Fund information is offered via the Internet so that all campuses in which a student expresses an interest are simultaneously notified of grant eligibility and can include the UNC Need Based Grant in their aid offers.

*Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at smaller institutions with under-utilized capacity.*

- The Board of Governors developed a set of principles to guide the enrollment planning process and, in partnership with UNC chancellors, adopted appropriate targets for each UNC institution in June 2001 to deal with projected enrollment growth of approximately 55,000 (34 percent) for the ten-year period 2000-2010. This plan represented an update and extension of the 1998-2008 enrollment plan. In December 2001, the board submitted the statutorily required Third Annual Report on the University of North Carolina Enrollment Planning to the General Assembly, which described the enrollment projection process, planning to accommodate enrollment growth, current enrollment trends, and management of capacity.
- Seven institutions with current capacity and, in five cases, current enrollments below 6,000 students were targeted for above average enrollment growth (ECSU, FSU, NCA&TSU, NCCU, UNCP, WCU, and WSSU). The NC General Assembly in the 1999 session appropriated \$10 million in recurring funds to assist these institutions in increasing their enrollment. These funds were used to develop comprehensive enrollment growth plans, promote greater operating efficiencies, improve instruction, enhance development offices, and strengthen facilities management capabilities.
- The General Assembly also directed the board to use \$2 million from the "Strategic Initiatives Reserve" to perform campus assessments and develop enrollment growth plans for the seven institutions. The board included in its 2001-03 biennial budget request a



proposal to appropriate an additional recurring funds to each of these campuses, and the General Assembly responded with a recurring appropriation of approximately \$2.2 million.

*Maximize the capacity of UNC institutions to serve the anticipated enrollment growth as well as the need for lifelong learning through more efficient use of on-campus facilities, increased summer school enrollment, expanded use of off-campus instruction sites, and distance education.*

- The 1999 UNC enrollment plan was based on the concept of maximizing the efficient use of existing capacity. The space planning standards adopted by the Board of Governors in 1998 represent an aggressive adaptation of space standards promulgated by university systems throughout the nation. Applying these standards, institutions are better able to determine how efficiently they are using existing facilities and how many students they ought to be able to serve on campus, and they can predict the kinds of new facilities they will require in order to meet the long-range enrollment goals.
- Summer school degree-credit instruction receives minimal state funding and is thus essentially self-supporting. This constrains the ability of campuses to make full use of summer session to deliver degree-credit courses. The University's budget request for 2001-03 included a proposal for funding of pilot summer programs at NCSU, UNCC, and UNCW. With year-round utilization of their facilities, UNC campuses would increase their effectiveness in meeting the growing demand for higher education. The 2001 General Assembly did not fund this request.
- Recognizing that some campuses cannot sustain the high rates of growth they have experienced over the past decade, the University's enrollment plan seeks to meet some of the projected demand off campus through distance education. Currently UNC institutions serve approximately 7,200 students off-campus. This represents 4.25 percent of the total fall headcount enrollment. By 2010 projections suggest that over 21,000 students will be taught through distance education, representing approximately 5 percent of the total projected enrollment. UNC currently has more than 200 degree programs listed on its distance education inventory serving the needs of the state. Programs are offered on-site in 59 counties and an additional 29 programs are available online via the Internet.
- During the 2001 Legislative Session, a special provision was enacted by the North Carolina General Assembly authorizing the UNC Board of Governors to establish a pilot program for participation in the Southern Regional Education Board (SREB) Academic Common Market at the graduate program level. This agreement allows residents in the 16 SREB states access to unique programs offered at public institutions in the other SREB states while paying in-state tuition. Savings to both states and students can be significant because the Academic Common Market provides costly, specialized programs that otherwise would have to be duplicated.

*Continue to pursue state support for new and renovated facilities to accommodate current students and anticipated enrollment growth.*

- The 2000 session of the NC General Assembly authorized \$2.5 billion for funding the University's capital plan, subject to approval by a majority of registered voters in North Carolina. On November 7, 2000, the bond referendum was approved. This progress in addressing UNC's capital facilities needs left \$525 million in repairs and renovations to be addressed using a combination of repair and renovation funds and other funding sources. The University's biennial budget request presents a six-year plan to address these needs.

*Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., Pathways) and distance education courses and programs, to deliver academic and student services, and to promote inter-institutional collaboration in course and program delivery.*

- (See Pathways description above. Specific academic and student services information technology initiatives are described in the Transformation and Change section below.) In spring 2000, the Office of the President made funding available for proposals from UNC institutions for faculty development activities related to information technology use in distance education. Proposals were received from every campus, and 24 were funded. These grants reflect UNC's ongoing commitment to strengthen institutional capacity in faculty use of instructional technology; the development of online courses and programs; and support of online instruction with online laboratories, databases, and library resources. In spring 2001, funding was again made available, this time specifically for 27 proposals from UNC campuses to develop collaborative e-learning degree programs.
- For the fourth consecutive year, in September 2001, the UNC Office of the President provided supplemental funding for NCSU's UNC Workshop on Distance Education Technology, a system-wide conference at which UNC faculty and staff make presentations and provide exhibits on distance education instructional delivery and support.

**Intellectual Capital Formation: Through excellent graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish**

*Develop strategies to assess and respond in a timely manner to the state's educational needs, including the need for lifelong learning for both career development and personal enrichment.*

- The distance education enrollment funding model, implemented in 1998, has supported the development of a wide range of distance education degree programs that meet identified needs of the state. In order of largest number, distance education degree programs are offered in: K-12 teacher education, health professions, business and technology, human services, and liberal arts.
- The UNC Distance Education Learning Forum, now in its fourth year, convenes quarterly at rotating UNC host institutions. Campus representatives make presentations on current issues and discuss collaborative opportunities and topics of common concern. Several system-wide groups of faculty and administrators are having ongoing discussions about development of consortia to meet the state's educational needs in a collaborative and cost-

These program discontinuations have enabled institutions to reallocate resources to programs of higher priority and greater need.

- An interrelated set of assessment activities at the campus and system levels assures that constituent institutions are accountable for the quality of academic programs. The set includes:
  - Annual monitoring of retention, graduation, and persistence rates and time-to-degree;
  - Feedback reports to the high schools and colleges that send new freshmen and transfer students to UNC institutions;
  - Biennial surveys of sophomores, seniors, alumni, and employers used to evaluate institutional performance in a broad range of areas;
  - Full participation in P/PB, the State's system of performance budgeting;
  - Campus self-study and quality improvement processes that address the Institutional Effectiveness requirements of the Southern Association of Colleges and Schools (SACS) Commission on Colleges;
  - Annual monitoring of teaching workloads at the constituent institutions;
  - Monthly reports to the Board of Governors and to the public on a range of topics related to institutional performance; and,
  - Annual visits by the staff of the UNC Office of the President to constituent institutions to explore new ways in which assessment activities can better support the institutional improvement process.
- In April 2000, the first biennial report *Expanding Access to Higher Education through UNC Off-Campus/Distance Education Programs* was submitted to the General Assembly. The report documented the expanded access to higher education made available by UNC distance education programs, compared undergraduate and graduate student ratings of on-campus and distance education in comparable programs, and compared costs of instructional delivery for on-campus and distance education programs by mode of delivery. Overall, student ratings of educational quality in the distance education programs were very positive and generally comparable to student ratings in on-campus programs.

*Attract and retain exceptional teacher/scholars through competitive compensation and benefits, endowed chairs, start-up funds to initiate research programs and other appropriate support for instructional and research activities, and recognition and reward of outstanding faculty performance.*

- Teaching and learning centers on UNC campuses provide instructional and other support for faculty. The Association of Teaching Center Directors meets regularly to share expertise and plan collaborative programming. Faculty members receive assistance in incorporating technology into their courses through the Teaching and Learning with Technology Collaborative and campus instructional technology centers.
- Each year the Board of Governors allocates \$125,000 for Awards for Excellence in Teaching to faculty members at each of the 16 constituent institutions. Award winners are nominated by campuses and selected by a committee of five members of the board. Each institution's winner receives \$7,500 and a medallion at a luncheon hosted by the Board of Governors. In addition, \$125,000 is allocated to the institutions to support campus awards for teaching excellence. Individual teaching awards range from \$250 to \$2,500 and include awards from runners-up for the Board of Governors' Awards for Excellence in Teaching, campus-wide awards for lower-division undergraduate teaching, awards for graduate teaching assistants, and college or departmental teacher of the year awards.

- The Distinguished Professors Endowment Trust Fund was established in 1985 by special legislation to provide the opportunity to each UNC institution to receive and match challenge grants to create endowments for selected distinguished professors. These state funds have been used to leverage substantial gifts from the private sector. As of October 2001, \$41,750,000 of the Trust Fund has been paid to UNC institutions or placed in escrow to match private gifts and pledges of \$83,250,000 for the creation of 191 endowed professorships totaling \$125,000,000.
- The Board of Governors proposed in its 2001-2003 Budget Request establishment of a Distinguished Graduate Fellowship Program to attract the best students into doctoral programs and first professional programs. Funding provided by the state would establish a trust fund from which challenge grants of \$100,000 would be made to match private gifts of \$200,000 to establish \$300,000 endowments for distinguished graduate fellowships. The 2001 General Assembly did not fund this request.

*Strengthen undergraduates' knowledge and academic skill development (including IT skills, critical thinking, and working in teams and in diverse environments) and prepare them to be successful in post-graduate studies and/or in the workplace; and prepare informed and successful graduate and professional students.*

- Biennial surveys of sophomores and seniors ask the following questions related to teaching effectiveness and principles of good practice:

"Please evaluate how well faculty members do each of the following:

1. Set high expectations for you to learn
2. Respect the diverse talents and ways of learning of you and your classmates
3. Encourage you to be an actively informed learner
4. Encourage student-faculty interaction, in and out of the classroom
5. Give you frequent and prompt feedback
6. Encourage you to devote sufficient time and energy to your coursework
7. Develop opportunities for you to learn cooperatively with fellow students
8. Care about your academic success and welfare
9. In general, how would you evaluate your instructors on these eight measures?"

Responding to question 9 above, 83.2 percent of responding sophomores in spring 2000 evaluated faculty as "excellent" or "good" compared to 81.6 percent in spring 1998. For responding seniors in spring 2000, 90.6 percent gave ratings of "excellent" or "good" compared to 90.8 percent in spring 1998. Of responding UNC alumni (1997-98 graduates) who were enrolled in a post-baccalaureate program, 93 percent said that they were "well" or "adequately" prepared by their undergraduate program. Of responding full-time employed alumni, 85 percent said that their institution prepared them "well" for employment.

*Promote broad-based diversity in enrollments, international education opportunities, and a global perspective throughout the University community in order to prepare citizens capable of functioning effectively in a multi-ethnic and increasingly global society.*

- Fall 2001 minority headcount enrollment increased by 2,708 students (6.4 percent) and represented 27.4 percent of the University's total enrollment, up from 26.7 percent in 2000. In percentage terms, the growth for each identified minority group exceeded the growth for white students, which was 3.0 percent. The percentages were: African American students, up 6.2 percent; American Indian students, up 7.7 percent; Asian students, up 5.6 percent; and Hispanic students, up 10.6 percent.
- As noted above, the Board of Governors approved the revision of the UNC Minority Presence Plan, entitled "Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement." The plan emphasizes the need to reduce the

achievement gap in North Carolina by promoting early intervention to prepare students for college; improving outreach and training activities with teachers, counselors, administrators, and parents in grades K-12; and refining and expanding the communications plan for the Minimum Course Requirements (MCR).

- Since 1999, UNC Exchange Program (UNC-EP, the official system-wide exchange program) increased by 60 percent the number of UNC students participating in University-wide exchange programs. The number of UNC institutions whose students participate in UNC-EP exchanges has increased from 9 to 13, with 119 UNC students studying abroad and 138 international students studying at UNC institutions in 2001-2002. The number of UNC-EP exchange programs has increased from 3 to 7 (Mexico, Germany, Finland, Israel, Australia, the Oresund Consortium of Swedish and Danish universities, and the International Student Exchange Program).
- In 1999, UNC signed a memorandum of understanding with Monterrey Tech, a 29-campus Mexican university, for collaboration in developing high school courses, e-learning initiatives, student-faculty exchanges, and joint research in areas of mutual interest. A delegation of UNC administrators visited Monterrey in spring 2001 as part of this agreement.
- In 2001, UNC signed a memorandum of understanding with higher education institutions in the state of Parana, Brazil, with UNC-EP exchange programs and a number of institutional agreements to begin in 2002.
- In addition to UNC-EP, UNC institutions maintain over 300 exchange programs that in 2000-2001 involved nearly 3,000 UNC students and 4,500 international students. According to the Institute for International Education, UNC-Chapel Hill had the eighth largest study abroad program among U. S. universities in 2000-2001; 1217 UNC Chapel Hill students studied abroad last year.
- The UNC Office of the President Division of Academic Affairs has developed a "white paper," "Internationalization and the University of North Carolina," which is the initial step toward a strategic plan for international activity across the University. The University Council on International Programs and other groups have reviewed the document, with a final document expected in spring 2002.
- A public service program of UNC, the North Carolina Center for International Understanding, provides opportunities for international experiential education, including programs for K-12 educators, citizen exchange

## **K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools**

*Continue efforts to develop outstanding teacher preparation programs that include strong discipline content, pedagogy, clinical training, i.e., integration of Arts and Sciences, accreditation of programs and assessments to ensure high quality teachers, administrators, and other school personnel.*

*Expand efforts in teacher preparation to increase the supply of well qualified teachers to serve the rapidly growing needs of North Carolina's schools—using traditional approaches, incentives to students, and innovative strategies, such as the 15 University-School Teacher Education Partnerships, NC TEACH, the NC Model Teacher Education Consortium, the UNC Teacher Education E-Learning Initiative, and the 2+2 agreement with NC community colleges.*

*Expand our commitment to the development of comprehensive, high quality programs of continuing professional development of K-12 school personnel from their initial induction to retirement.*

*Strengthen partnerships with K-12 and community colleges in the development of programs, curriculum and instructional materials—including materials that advance the use of information technology—to ensure continuous improvement in the academic achievement of North Carolina's students and to promote student success in higher education.*

*Support and strengthen both research and public service programs in the 15 colleges/ schools/ departments of education in the Center for School Leadership Development: Executive Leadership Academy, Principals' Executive Program, Principal Fellows Program, N.C. Center for the Advancement of Teaching, N.C. Mathematics and Science Education Network, N.C. Teacher Academy, and in the NC Education Research Council and the Southeast Center for Teaching Quality.*

(Note: Because many activities of the UNC Division of University-School Programs have an impact on more than one of the above strategies, these are addressed collectively in the following comments.)

- The mission of the Division of University-School Programs of the UNC Office of the President is to advance public education and high student performance by supporting quality research-based preparation and professional development, educational policy research, and effective application of technology. The guiding principle is to base all actions on research or evidence of effective practice. The Division deals with issues related to recruitment, preparation, professional development, outreach, and research and policy in K-12 education. The Division coordinates the 15 colleges, schools, or departments of education that operate the University-School Teacher Education Partnerships (USTEP), a collaborative effort of universities and public schools in providing teacher preparation, and the Offices of School Services, which have been awarded Matching Incentive Grants to support the needs of the public schools. USTEP is designed to restructure and improve both initial preparation and continuing professional development programs, renew and improve public school curriculum, conduct school-based research that improves classroom practice, and share and disseminate best practices throughout the state. UNC's 15 colleges, schools, and departments of education are also revising all graduate degrees to incorporate the State Board of Education's advanced masters' competencies. The Division of University-School Programs is UNC's liaison with the NC Department of Public Instruction, the School Improvement Panel, and other education-focused organizations. Other components of the Division that address the strategic directions listed above include:

- The UNC Center for Leadership Development provides quality professional development and lateral entry support for all public school employees. A state-of-the-art facility has been constructed to house eight program providers assigned to the Center:
  - The Executive Leadership Academy focuses on school superintendents who want to increase their knowledge and skills. The academy also provides opportunities for professional networking and support.
  - NC TEACH (Teachers of Excellence for All Children) is a rigorous, high quality 12-month program designed to recruit, prepare, and support college graduates and highly skilled mid-career professionals as they enter the teaching profession.

policy and practice alliances, a common data gathering and reporting system for critical indicators, and leadership development among diverse stakeholders and constituencies.

- University-School Programs is developing and implementing new strategies and programs to advance the effective uses of technology in teaching and learning. NC Catalyst, a two-year UNC instructional technology plan for teacher preparation, helps develop plans for each of the 15 UNC teacher preparation programs that are consistent with the NC Department of Public Instruction's program certification requirements. NC Catalyst enlists the 15 University-School Teacher Education Partnerships in delivering professional development in instructional technology to teacher education and arts and sciences faculty and to cooperating teachers across the state. One outcome is a "teacher technology preparation network" to promote the coordination and cross-fertilization of teacher technology preparation efforts throughout the state.
- The instructional technology specialists in UNC teacher education programs have formed the UNC Teacher Education Technology Council to address technology issues relating to teacher education and licensure in North Carolina. The NC School Technology Users Task Force was re-established to address issues relating to the professional development of educators in the area of technology. The UNC Center for Public Television (UNC-TV), has also expanded its services to become an online site for the professional development of educators. A National Best Practices resource area on the UNC web site provides an electronic forum for principals and administrators from NC and other states on issues that relate to public education.

*Continue to promote collaboration with community colleges through initiatives such as the North Carolina Comprehensive Transfer Articulation Agreement, delivery of baccalaureate completion and graduate programs at community college sites, and enrollment planning.*

- A close collaboration with the NC Community College System is maintained, with 80 UNC programs being offered on 31 Community College campuses. Individual UNC institutions have held a number of meetings with community colleges in their service area to discuss needed programs. An agreement with the NC Community College System has been signed that outlines site rental and service guidelines for UNC programs offered at community college sites.
- The NC Transition Program in the Biomedical Sciences is a joint minority student transfer initiative between selected UNC institutions and NC community colleges with the goal of increasing the number of underrepresented minority community college students in biomedical research at UNC institutions. This is a "Bridges to the Baccalaureate Degree" program funded by the National Institutes of Health.
- The Comprehensive Articulation Agreement (CAA) between UNC and the NC Community College System (NCCCS) campuses and related transfer guidelines will be available through both the UNC Office of the President website and the Pathways web site described above. The Transfer Advisory Committee (TAC) has developed a college transfer guide that was distributed on community college campuses in spring 2001. An articulation agreement has also been developed with a private institution, Louisburg Junior College, and the TAC will be adding a representative from the NC Association of Independent Colleges and Universities.
- The UNC/NCCCS Task Force was established by the chief academic officers from UNC and NCCCS to explore potential issues that could be jointly addressed by the two systems. The Task Force was asked to examine issues including: teacher education shortage, nursing shortage, joint publication and outreach initiatives, e-learning and distance education, and joint professional development opportunities.



**Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and public service activities**

*Promote basic and applied research for the discovery and dissemination of new knowledge as a fundamental mission of the University.*

*Sustain UNC research, public service, and knowledge transfer activities that enrich the quality of life of North Carolina citizens through economic development, community outreach programs, and improved health, educational, and cultural resources.*

*Continue to expand the external sponsorship of UNC research and other creative activities.*

*Facilitate collaborative research and partnerships with industry, government, and other entities to advance strategic priorities of great importance to North Carolina's economy and quality of life (e.g. biosciences and biotechnology, marine and environmental sciences, engineering and materials sciences, information technology and telecommunications).*

*Encourage technology transfer and the commercialization of UNC research discoveries.*

*Cooperate with industry and government sectors in adapting information technology for application to R&D, specifically to improve scientific collaborations and knowledge management practices as means to enhance economic development.*

- UNC sponsored programs and research support all of the strategic directions outlined by the Board of Governors as described in this report. Access to higher education is promoted through fellowships and research assistantships funded through sponsored programs. Teacher training and development grants and programs support the University's commitment to K-16 education partnerships. Sponsored funding helps pay for information technology used in campus infrastructure and in distance education. The educational benefits of sponsored programs in almost every academic program are pervasive and powerful, and the basic and applied research that is funded support the University's mission to expand the frontiers of knowledge.
- UNC campuses have been remarkably successful, ranking third in the nation—behind only the University of California system and the University of Texas system—in securing federal research dollars, which totaled \$443 million in FY 2000. The top five federal funding agencies, in order of amount of funding provided, included the Department of Health and Human Services, the Department of Education, the National Science Foundation, the Department of Defense, and the Department of Agriculture. Federal funding represented 66 percent of total sponsored program activities in FY 2000. Other major sources of funding include state and local governments (14 percent) and industry (8 percent). Between 1990 and 2000, sponsored program awards to UNC institutions increased by 144 percent, from \$277 million to \$673 million.
- Sponsored funding proposals submitted by UNC faculty are directly responsive to the economic and health and well-being needs of the state and to the need to collaborate and create partnerships with other important sectors. Of the \$673 million in awards made to UNC by external agencies in FY 2000, \$279 million was awarded for activities related to health, education, and welfare; \$141 million was related to community service activities; \$110 million in awards had a regional focus; and \$128 million in awards was related to economic development. Approximately \$146 million in awards involved linkages with NC education organizations, \$150 million involved linkages with NC government agencies, \$74 million involved non-profit organizations, and \$113 million involved NC industry.

- Examples of collaborative research initiatives include the Biotechnology/Genomics initiative focused on four research cluster areas (genomics, bioinformatics, proteomics, and bioethics) identified as priorities by the NC Genomics and Bioinformatics Consortium. The North Carolina General Assembly has provided funding to support research in these areas and curriculum and research development on the UNC campuses. Another UNC priority is the environment, and two areas—environmental application technologies and marine sciences—have been chosen to build upon the existing strengths of the University. Key system strengths are technology, science, and engineering; programs with strong ties to industry; well-trained students and graduates; and numerous faculty who address environmental issues.
- The Sponsored Programs and Research Council (SPARC) is a forum of the 16 UNC institutions and the Office of the President for the advancement of sponsored programs and best practices in their administration. The Council has modernized policies, streamlined University-wide administration of sponsored programs, encouraged collaborative activities, and identified special needs that require attention at the system level.
- UNC has created the NSF-funded Technology Development Initiative (TDI) to provide technology case management services to the 16 UNC institutions. Research Triangle Institute (RTI) was selected to provide these technology case management services and has completed stages one and two of the process by assessing technology transfer opportunities and providing training on each UNC campus. RTI will coordinate new training modules for department heads and faculty regarding technology transfer and copyright issues.
- The Board of Governors has authorized establishment of 17 new centers and institutes in the last two years. The total of 180 currently authorized centers and institutes includes 13 interinstitutional research centers, 113 institution-based research centers, 7 interinstitutional public service centers, and 47 institution-based public service centers. The UNC Centers and Institutes website (<http://www4.ga.unc.edu/ci/>) provides detailed information about these research and public service units.
- A University-wide task force, with the active leadership of the Faculty Assembly, worked with the Office of the President to develop a policy framework for the administration of copyright within the University. The Board of Governors adopted the resulting copyright policy in November 2000 and implemented it in August 2001.
- The Research and Sponsored Programs Division of the Office of the President has licensed the GenoMax enterprise genomics and bioinformatics software for all UNC institutions. The software and databases will be housed at UNC-Chapel Hill, and training will be provided to assist in biotechnology, genomics, and bioinformatics research to facilitate collaboration throughout the UNC system.

**Transformation and Change: Use the power of information technology and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21<sup>st</sup> century**

*Implement the recommendations of the Information Technology Strategy (ITS) project, emphasizing initiatives in the following five areas:*

*Campus Teaching and Learning with Technology (TLT): Enhance campus TLT activities through campus TLT centers, instructional technology services, faculty development labs, and instructional technology development grants; and create a Collaborative TLT Program with a TLT collaborative organization, faculty fellowships, a web portal for UNC faculty, a collaborative grant program, and faculty workshops/symposia.*

- In 2001, the TLT Collaborative has allocated \$136,000 in funds directly to UNC campuses for professional development and research activities where synergies across campuses may be realized. A major focus has been research into handheld and wireless computing.
- The UNC TLT Collaborative Professional Development Portal (PDP) is now fully operational. The portal allows faculty, staff and administrators to both submit to and access an expanding range of materials and online resources associated with the three focus areas of teaching and learning, human resources/staff development, and administrative leader development. Plans are underway to incorporate additional focus areas into the portal.
- In 2001, the TLT sponsored three events to bring TLT professionals from UNC together. In January 2001, the TLT hosted a UNC Flashlight Training workshop on the campus of NC State. This one and a half-day training session gave representatives from all campuses a clearer understanding of the Flashlight program and the opportunity to develop collaborative partnerships.
- In April 2001, the TLT hosted a UNC TLT Symposium that brought the expertise of national leaders in the TLT faculty support arena to colleagues in the UNC system. The day of information discussions centered on structuring, developing, staffing and managing faculty support for teaching and learning with technology.
- The annual UNC TLT Conference was held at UNC Wilmington in May 2001. More than 190 representatives from the 16 UNC campuses shared information and strengthened professional relationships by discussing and identifying common issues and best practices and by developing visions and recommendations for future collaborative projects. The 2001 conference was expanded to include faculty, library professionals, and representatives from a cross-section of academic and continuing education programs, as well as TLT and instructional technology staff.
- Appointed in 2001, a new executive director and two new program coordinators for the TLT Collaborative are helping the TLTC increase program offerings and interaction with the 16 UNC campuses.

*Distance Education: Coordinate a comprehensive distance education strategy and deploy distance education pilots to evaluate distance education models and strategic challenges as a prelude to pursuing broader collaborative approaches.*

- On the national scene, the Teaching and Learning with Technology Collaborative has managed UNC's association with MERLOT, the organization devoted to helping faculty access online learning material and incorporate it into their own courses.
- Members of the UNC Office of the President have formed the UNC E-Learning committee. In September 2000, the committee presented the results of several internal workgroups that identified UNC-specific issues and possible approaches for e-learning to the Administrative Council.
- The Division of Information Resources contracted with external consultants to conduct an assessment of existing services at the campus and system-wide levels and develop consensus for a service model that will most effectively utilize campus and UNC-wide resources in order to expand e-learning programs on all UNC campuses.

*Administrative Systems: Establish the Alliance Shared Software Support Center to provide collaborative software services to participating campuses; and create a UNC-wide data warehouse to simplify UNC-wide data collection, improve data retention, and provide more efficient and effective reporting capabilities.*

- The Prospective Student Portal (PSP) was beta tested in 2001 with Western Carolina University (WCU) as the pilot campus. Phase II of PSP began with the launch of a development team comprised of campus and UNC-OP representatives. This twenty-week

project is the first development project the Alliance has initiated. This project will produce a portal ready for implementation for WCU as well as code that will be ready for customizing on the campuses of UNC-Wilmington and Appalachian State University.

- The development of the PSP is drawing near completion with testing scheduled for December 2001 at WCU. The innovative PSP will lead prospects through the steps required for enrollment as entering freshmen or transfer students. It will also bridge the gap between two portals already in place: NC Mentor, a web site that helps families select a college and Campus Pipeline, a portal serving students from enrollment through graduation. UNC campuses that choose to implement the PSP will be able to customize the portal to meet unique needs.
- The Shared Services Alliance has investigated enterprise-wide approaches for administrative systems such as human resources, finance and e-learning. .

*Services for Students: Implement Web-enabled services for students through approaches suitable for the campus context; and develop integrated services-for-students programs through approaches suitable for the campus context.*

- The Shared Services Alliance completed Phase I of the Web for Student Services project in 2001. Phase I focused on web-enabled activities for students and faculty. Twenty-two activities, such as electronic transactions and registering for classes and course articulation were accomplished in this phase. The Alliance Board and functional workgroups are now focusing on the remaining 31 services needed by campuses to improve delivery of administrative support.
- Phase II of the Web for Student Services addressed the baseline services needs of career services, alumni services and payment of fees via the web. The Alliance is working to identify solutions for the remaining area of residential life, transfer student services, advising, campus bookstore and records.

*Logistical Needs: Expand campus network maintenance, enhance user support and training, and create a collaborative procurement program to facilitate multi-campus purchases of information technology hardware, software, and services.*

- Ninety-five percent of the Phase I fund allocation for network baseline services has been expended. With the bond funds that were approved by North Carolinians in the November 2000 election, UNC institutions plan to complete baseline services and in some cases go beyond baseline services.
- The Collaborative IT Procurement Team has saved or avoided more than \$300,000 for UNC's campuses since July 2000, bringing the overall total saved to more than \$1.7 million. These savings include purchases of hardware such as NT and Sun servers as well as software. The team is currently completing a campus inventory of hardware and software to identify additional projects, with more than 20 projects already identified. The TLT Collaborative has used the procurement team's services for the negotiation of Flashlight software and the Alliance has used its services for acquisition of hardware, software, and negotiation of maintenance contracts.
- Information Resources awarded nearly \$500,000 from the \$3 million, five-year SAS Institute grant given to UNC in 2000. In response to the call for proposals, UNC received 29 proposals and approved 14. A conference to share project implementations and outcomes is planned.
- To support UNC's educational and research needs and to optimize purchasing power, UNC libraries have initiated collaborative purchasing of specialized online databases. Collaborative purchasing of electronic resources has effected significant savings for

campuses and allowed libraries to acquire digital resources for use by faculty and by on-campus and distance learning students.

- UNC participates in NC LIVE (North Carolina Libraries for Virtual Education), a public-private partnership that places a virtual library within reach of all North Carolina citizens. NC LIVE partners include UNC libraries, the NC Community College System, 36 private academic libraries, the State Library of NC, and the 75 public libraries that serve residents of all 100 NC counties. Additional appropriations will be necessary to support UNC's participation in this expanding resource.

*Streamline administrative processes and increase managerial flexibility in conducting the affairs of the University and its constituent institutions.*

- The UNC Office of the President has developed a draft report, *Recommendations for Additional Management Flexibility and Accountability*, that outlines a series of recommendations that, if approved, would enable the University to implement more effective administrative and business practices. The report recommends additional management flexibility and accountability in eight functional areas: human resources, budgeting, purchasing, real property leasing, construction, capital improvements, surplus property, and utilities. The recommendations build on the management flexibility previously granted to the University. A number of them call for a transition to a more distributed decision-making environment by shifting responsibility from central state offices to institutional managers charged with implementing policy at the campus level, with accountability shifting to the campus community as well. The 2001 General Assembly responded by granting UNC institutions greater flexibility in fixing compensation for senior academic and administrative officers, requesting changes in tuition and fees, and establishing information technology policies—all subject to review by the Board of Governors and the Joint Legislative Education Oversight Committee.

*Improve the ability of the Office of the President to collect, process, and analyze university-wide data for accountability and assessment.*

- At the close of the 1998-99 academic year, UNC institutions had completed a baseline-setting round of student surveys and P/PB reports. The Division of Program Assessment and Public Service began a series of monthly campus visits the following year to learn how this information is being used by institutions in their own accountability and institutional improvement processes. Given the board's attention to the enrollment goals of the seven focused-growth institutions, all seven were included in the 1999-2000 visits. Each visit included separate sessions with the chancellor and his or her cabinet, the deans and department heads, faculty leaders, directors of administrative units, student leaders, and those responsible for assessment activities on the campus. The purpose of each visit was to share information about system-wide and campus-level assessment activities and to receive input from campus representatives on how the collaborative process could be strengthened in the future.

## **Appendix B. Constituent Institutions' Progress toward Achieving the Strategic Directions of the 2000-2005 Long-Range Plan**

The Board of Governors approved five interrelated strategic directions to pursue in fulfillment of the University's mission, which are presented in [Long-Range Planning, 2000-2005](#). Highlights of each UNC constituent institution's progress toward achieving these strategic directions are presented below.

### **Access: Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning**

**ASU's** primary contribution to this strategic direction takes the form of courses offered at off-campus sites. Since 1998-99, both the number of persons served and off-campus student credit hours (SCHs) produced increased by over 100 percent. Another 50 percent increase in SCHs is projected for the next two years, with an equivalent increase expected in the number of persons served. Only funding constraints may hold down the actual number of students ASU serves at off-campus sites.

**ECU** has set an institutional strategy of expanding the educational opportunities provided on and off campus by 20 percent. ECU will: develop and implement an integrated university marketing plan; identify and prioritize for development new and existing programs that meet the needs of students and the state; improve its competitiveness for superior undergraduate and graduate students; increase the proportion of in-state enrollment from the Piedmont and western sectors of NC; improve recruitment, retention, and graduation rates; ensure that academic programs are appropriate to accommodate both the expected enrollment increase and the institution's new doctoral status; expand distance education offerings; enhance responsiveness to the needs of non-traditional students and life-long learners; and increase the number and value of financial support offerings and scholarships available to students.

**ECSU** is committed to increase its current student enrollment from 2,035 to 2,863 by 2007 and 3,285 by 2010. In support of this effort, ECSU engaged many support endeavors for implementation: a consultant report, "Strategic Enrollment Directions at Elizabeth City State University," to assist in defining and refining enrollment, scholarship, and retention services; "Institutional Image and Competitive Position Analysis," a Noel-Levitz consultant report; "A Retention Planning Resource," by Noel-Levitz, a report to define the quality of student life and learning plan for ECSU; Undergraduate Academic Advising Handbook, an internal ECSU guidebook for advising, following, and retaining students; "Strategic Enrollment Management Planning for Recruitment," a Noel-Levitz report to define long-range recruitment goals, providing the model for recruitment strategies; "Report on Final Visit," a retention consultation report; the Administrative Improvement Project, a PricewaterhouseCoopers report to define operational issues for administrative efficiency; and creation of the Millennium Scholarship Program to attract highly qualified students.

**FSU** revitalized the Weekend and Evening College (WEC) to offer a variety of lower and upper-division courses beginning in the 1999-2000 academic year. As a result of a community needs survey, the WEC will offer courses leading to degrees in criminal justice, business administration, elementary education, middle grades education, sociology, computer science, psychology, and accounting. After consultation with the Pappas Consulting Group, Inc., the university has developed strategies and work plans to improve its recruitment and marketing efforts. A recruitment/admissions plan is being implemented to increase the number of transfer students from community colleges. The university has hired an associate vice

chancellor for academic planning and retention to assist in developing and implementing strategies to reach enrollment growth objectives of more than 6,000 students by 2010.

**NCA&TSU** has put in place several programs to increase access through enhanced distance education courses as evidenced by increased student enrollment in e-learning courses; implemented a marketing and retention plan; developed a long-range enrollment plan targeting under-represented minority students, e.g., Hispanics, Native Americans, and Caucasians; implemented a more aggressive campaign to encourage students to register and complete the financial award process; and implemented Web for Students to provide ready access to student information.

**NCCU** has developed an aggressive enrollment plan to invite and enroll increased numbers of students to its campus. This initiative emphasizes: high quality teaching and learning experiences; a substantive academic foundation provided through the general education requirements; a commitment to service learning and community service; a safe, supportive campus climate that promotes intellectual development and scholarly achievement; building relationships with business and industry for transition into the world of work; opportunities to experience learning strategies such as internships; and responding to student needs, academically, personally, and professionally.

**NCSA** continued to ensure access to the most talented students through efforts designed to broaden and improve the process of student recruitment, particularly for in-state high school students. The School has studied marketing, recruitment, and admissions procedures and has revamped its website to facilitate electronic dissemination of information and student applications. Renewed efforts have been made to attract a more diverse student population.

**NCSU** is seeking to serve more students by: aligning enrollment and space allocation plans as new classroom and lab space is built and improving efficiency of classroom utilization by increasing hours per week and occupancy rates; developing web-based courses and programs; working to improve retention and graduation rates; proposing an expanded summer school session, to be piloted when state funding is appropriated; developing financial aid resources to attract a diverse student body; developing new strategies for recruitment and for encouraging campus dialog, guided by the Vice Provost for Diversity and African American Affairs; revising course content and pedagogy and awarding funds to support diversity; and enhancing support for disability services.

**UNCA** has a broad admissions policy that gives it flexibility in recruiting and admitting a diverse student body. To enroll students from underrepresented populations, UNCA engages in a variety of targeted communication, contact and marketing strategies. UNCA is working with the western region's community colleges in developing special articulation agreements, delivering distance learning courses from UNCA, and creating unique opportunities that facilitate transfer of community college students. UNCA's partnership with NCSU has opened access to students in the region seeking an engineering degree.

**UNC Chapel Hill** has had a substantial increase in primarily web-based distance education courses, with the professional schools of Business, Public Health, Education, Nursing, and Social Work leading the way. The Friday Center for Continuing Education is also a leader in web-based distance learning with its popular Carolina Courses Online. A multi-disciplinary team of faculty is developing a film, book, and web-based course to help practicing professionals learn Spanish and develop appropriate cultural competencies to serve the state's rapidly growing Latino population. The Office of Minority Affairs has numerous campus-based recruitment and visitation programs, and minorities account for nearly 21 percent of the class of 2004. During 1999-2000 the AHEC Program brought health careers and workforce diversity programs to over 20,000 public school students in the state. AHEC's information technology

initiatives have significantly improved access to educational programs and services across the state. The university's libraries now offer web-based document delivery.

**UNCC** has taken the following actions to enhance access: using 25 percent of a \$150 tuition increase in 2000-01 and 2001-02 to fund need-based financial aid; using the \$190 million in capital funding approved in the bond referendum exclusively for academic facilities and planning for a campus to accommodate 25,000 students as a long-term goal; strategically proposing, planning, and implementing new programs that enhance its ability to meet the educational needs of the region and state; and working aggressively to recruit, support, and retain a diverse student body, faculty, and staff.

**UNCG** emphasizes access issues through three of its own strategic directions: providing exemplary learning environments, expanding outreach efforts, and increasing enrollments. Highlights include: creation of instructional technology consultant positions and delivery of workshops in web-based course design; development of online degree programs; greatly increasing distance education offerings and enrollments; providing extensive library support for distance learning; developing a new recruitment plan for non-traditional students; and developing new support programs for all entering students to increase student success and retention.

**UNCP** emphasizes service to its student population, and student satisfaction surveys reflect this. The campus was identified in a 2000 *US News and World Report* article as the second most racially diverse campus among southern regional universities. In fall 2000 UNCP experienced the largest percentage growth in the UNC system. A new Associate Provost for Outreach has been hired to help increase the number of programs offered at off-campus locations and online.

**UNCW** continues to develop online courses, many of which are designed to assist Onslow County students to complete a UNCW degree off campus. UNCW is a leader in developing the UNC German Studies Consortium, which will share courses among eight UNC institutions. The Watson School of Education is creating a teacher cadet program, which will partner with area schools to attract students to the teaching profession.

**WCU** since 1998 has made eight degree programs available to place-bound students with distance learning technologies and through partnerships with area community colleges. The admissions office is using the software program Sequitor to manage organized and sequential recruitment activities for new students. WCU is the development and beta test site for a new UNC Prospective Student Portal, which will provide comprehensive information to prospective students. The web portal Campus Pipeline enhances the sense of university community by grouping all student-related web functionality into one location and informing students about all campus activities.

**WSSU** has signed four articulation agreements with community colleges in the last year. An evening/weekend division is being developed and a director will be hired. WSSU has developed, in collaboration with Winston-Salem Forsyth County Schools System, a proposal to the US Department of Education to increase the number of students who will be qualified and will seek postsecondary education degrees. WSSU offers six RN-BSN programs at community college sites and an evening-weekend RN-BSN program.



**Intellectual Capital Formation: Through excellent graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish**

**ASU's** Appalachian Learning Alliance is designed to respond to the needs of the constituencies of each two-year institution. Quality programs at ASU are ensured through use of multiple measures including system-wide surveys and reports from accrediting bodies. ASU was one of eight institutions selected by the American Council on Education to conduct a model self-study on internationalization.

**ECU's** plan to enrich the learning environment for its students includes the following actions: preserve ECU's tradition of being a large institution with a small campus feel; raise the academic quality of the incoming classes; create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff, and administration; ensure that students have frequent access to and interaction with faculty; promote a balanced educational experience for students; ensure quality advising; strengthen opportunities for innovative teaching strategies and innovative experiential settings; develop interdisciplinary curricula; and support selected university centers of excellence.

**ECSU** assesses its academic delivery system annually with an internal assessment document. Criteria in evaluating academic programs include: centrality to the university's mission, quality of the program, faculty involved, facilities and equipment, demand, cost, duplication, critical mass, new programs, and assessment of program effectiveness. Through Title III funding, ECSU provides fellowship support for faculty to pursue the terminal degree and support for other activities, including proposals by students for international research.

**FSU** opened its new Advisement and Career Services Center in fall 2000. The new center includes a full service advisement staff who advise undeclared majors, low-GPA students, and other students who seek general academic advisement. As a result of the Freshmen Year Initiative (FYI), the 4-year graduation rate of 23.4 percent for the 1996 cohort exceeded all previous rates by at least five percent. The FYI was cited as one of the most effective retention programs in the country by the Consortium for Student Retention Data Exchange when it was awarded the Effective Retention Program Award for 2000. The university has established a Student Help/Information Desk that will serve as the focal point for students seeking information on student services.

**NCA&TSU** graduates are excelling in the job market and in graduate and professional schools. Because of NCA&TSU's land-grant mission, the School of Agriculture provides cooperative extension programs and agricultural research that positions students and NC citizens at the cutting edge of science and technology. The School of Technology is involved in a new Ph.D. consortium. The School of Business and Economics' Master of Science degree program offers concentrations in Transportation/Logistics and Management Information Systems. Programs offered help prepare a technologically competitive citizenry who can meet the human resource expectations of world-class organizations.

**NCCU** has strengthened academic advising and quality of academic programs through faculty and staff workshops and through review of all programs in the College of Arts and Sciences. Nine programs in the college have received accreditation or were re-approved for accreditation or certification since 1999. The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and has entered the candidacy phase to achieve International accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Although it is a relatively small school, the School of Law has produced more African American graduates than any other law school in North Carolina.

**NCSA** continues to product graduates who gain national and international recognition in the arts. The School continues to be a source of highly-skilled and trained artists in dance, music, film, and theatre (acting and design), and is a rich cultural resource for the state and nation.

**NCSU** is engaged in many initiatives to improve undergraduate education and teaching effectiveness, including: The Campus Writing and Speaking Program; portfolio-based undergraduate program reviews focused on assessment of student learning; expanded support for faculty from the Faculty Center for Teaching and Learning; a new honors program; and the Undergraduate Research Symposium and Summer Enrichment Grants. NCSU contributes to the expertise and advancement of professionals throughout the state through a variety of on-campus and distance programs.

**UNCA** is UNC's designated Public Liberal Arts institution, and it also hosts the Asheville Graduate Center, which brokers graduate learning opportunities for residents of western NC. UNCA continues to develop opportunities for new and restructured programs that will graduate students capable of leading the state. The institution is current with technology changes and opportunities in electronic-mediated learning for students. This new approach to learning will enhance education and skill development in the region, resulting in improved economic opportunities.

**UNC Chapel Hill** students, through the Carolina Computing Initiative and wireless technology, are increasingly using laptop computers and the Internet in the classroom and for research assignments. The new Office of Undergraduate Research offers opportunities for students to work with faculty on special research projects. The College of Arts and Sciences has expanded and strengthened the First Year Seminar Program. The Graduate School has developed a bridge program for students in the sciences who are interested in pursuing a master's of education at NCCU or NCA&TSU, followed by PhD training at UNC Chapel Hill.

**UNCC** has created the Charlotte Institute for Technology Innovation (Charlotte Institute). The research programs on the 100-acre Charlotte Institute campus will focus on technologies that enhance and diversify the region's competitive advantage. Three research centers provide the initial focus areas for the Charlotte Institute. The eBusiness Technology Institute is a partnership with the finance industry and technology suppliers to address data security, privacy and cryptography. The internationally renowned Center for Precision Metrology works with industry in the research, application, and integration of precision metrology in design, manufacturing processes, and controls. The Center for Optoelectronics and Optical Communications supports interdisciplinary research in next-generation optics technologies.

**UNCG** faculty developed Student Learning Goals for all undergraduates and revised the general education program to support the goals. The new requirements include two writing-intensive and two speaking-intensive courses for all students. UNCG faculty developed a vision statement for teaching and learning that stresses diverse learning styles and the importance of active involvement in learning on the part of students and frequent evaluation and feedback by faculty. UNCG faculty also developed technology competencies for all undergraduates and incorporated them into technology expectations in each undergraduate major. UNCG has developed two masters' programs to meet crucial state needs, Genetic Counseling, the only NC program that trains specialists to explain genetic risks to families, and Gerontology, which produces service providers for the growing population of the elderly.

**UNCP** added four new graduate programs in the previous biennium. The campus is completing a comprehensive academic planning exercise. Assessment procedures are reviewed regularly and are implemented across all academic units. UNCP has formed three international exchange partnerships (China, Germany, and France) and has established a new Office of International Programs. A Multicultural Center was established in fall 2001.

**UNCW** has developed the Master of Liberal Arts degree for members of the community; the average age of students is in the 40-45 range. The university has also established a Master of Public Administration program, which is unique in offering a coastal town management track. Students evaluate every course at UNCW in a standardized manner, and the results are reported to the department chair and dean. All departments and interdisciplinary units are encouraged to make available to their students an honors program, directed individual studies, and opportunities to conduct research with faculty members. Each major has identified a standard of information technology skills necessary for that discipline and has established an appropriate computer competency course requirement.

**WCU's** College of Business successfully completed a visit from a peer review team and was reaccredited for ten years. The Office of Research and Graduate Studies administers a rigorous periodic review of each graduate degree program. All new students are required to attend a "Jump Start" training program prior to the beginning of classes to learn navigation of the university network and use of university web services. The library conducts a bibliographic instruction program that emphasizes teaching of critical thinking skills and their application.

**WSSU** has planned and implemented master's degree programs in physical therapy and elementary education. The university administers a graduate center that currently hosts the MBA and master's degree programs in middle grades education, school administration, reading education, and instructional technology from ASU and a program in community health administration from UNC Chapel Hill.

### **K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools**

**ASU** produces the most baccalaureates in education among UNC institutions. The university continues to promote and expand its Public School Partnership program, which emphasizes enhanced preparation and continuing professional development. Many continuing education opportunities are offered through such campus agencies as the Math and Science Education Center. Advances in the use of technology connect public schools with the university such as with Impact North Carolina, a partnership among ASU, Lucent Technologies, and BellSouth that provides computer and video connections with ASU for five schools in the Watauga County School System.

**ECU** demonstrates its sustained commitment to working with public schools by 1) initiating numerous professional development programs for clinical teachers who work with our interns; 2) delivering specifically designed professional development through the Center for Science, Math and Technology and Cybercampus projects; 3) delivering a new MAT program which allows individuals holding a baccalaureate degree in another area to gain teacher licensure; 4) supporting lateral entry teachers through Project ACT and NC TEACH programs; 5) delivering an extensive distance education program which provides online or accessible face-to-face courses and degree programs; and 6) initiating a support program for teachers desiring to pursue National Board certification.

**ECSU's** School of Education and Psychology serves the 21-counties in northeastern NC in collaboration with the NC Model Teacher Education Consortium. The Model Summer Student Teaching Project provides preservice teachers opportunities to complete their practicum at area schools. The ECSU-School Teacher Partnership (ECSU-STEP) provides workshops for clinical teachers who supervise student teachers. The Northeastern NC Communication Skills Enhancement Program assists public school students in improving test taking, communication, and technology skills necessary for college entrance and subsequent teacher candidacy.

**FSU's** Chancellor's Scholars program involves students who perform community service as part of their scholarship requirements. These students provide tutoring and serve as mentors to students in grades K-12 in 15 public and private schools. FSU continues its work with the Seamless Education Highway Project with the Cumberland County and Robeson County Public School Systems, Fayetteville Technical Community College, Robeson Community College, and UNC-Pembroke. This program seeks to develop strategies to remove the barriers that students face as they attempt to move from K-12 to postsecondary education. In October 2000, the university was awarded a GEAR UP Grant from the US Department of Education for \$3.2 million. In May 2000, the National Science Foundation awarded a five-year \$6 million grant to FSU as the site coordinator for the "Coastal Rural Systemic Initiative," a collaborative effort among 35 impoverished counties along I-95 in North Carolina, South Carolina, and Virginia.

**NCA&TSU** has made a commitment to work with K-16 schools to improve teaching and learning. One of its most significant involvements in K-12 schools is through the USTEP Partnership. Opportunities are provided for pre-service teachers to work with clinical teachers in the public school classrooms while completing a yearlong internship. Faculty and students interact through seminars, workshops and research to improve teaching and learning for all involved. The GEAR UP program recruits and prepares students for college. Collaborative recruitment programs with local schools districts, such as the Cadet Program, provide evening programs for lateral entry and licensure students.

**NCCU** is the only UNC institution to be awarded the Teacher Quality Enhancement grant during first round competition. The School of Education, in partnership with the College of Arts & Sciences, six school districts, and two community colleges, is now in the second year of reinventing its teacher preparation programs. The University-Schools Teacher Education Partnership now offers the Ron Edmonds 4-year full scholarship to individuals who will major in education at NCCU. NCCU, in partnership with UNC Chapel Hill, designed and implemented the largest NC Teach program during 2000-2001. This program is for mid-career professionals who want an alternative route to teaching.

**NCSA** offers its pre-professional dance program in Winston-Salem public schools. NCSA offers an outreach program, the Community Music School, which offers a wide variety of arts instruction to students of all ages. Through the School's affiliation with the Kenan Institute for the Arts, major arts initiatives offer enrichment to a wide range of public schools.

**NCSU** is the site of the Centennial Campus Middle School, which opened in summer 2000. The Partners in Schools Research and Development Center is planned and, if funded, will focus on the use of technology in math and science education and provide in-service education for teachers throughout the state. Science House and a variety of workshops for public school teachers provide in-service professional development.

**UNCA** students, following the liberal arts model, major in a content area while simultaneously taking courses to fulfill the competencies for licensure. UNCA increasingly serves nontraditional licensure students, including lateral entry positions, post-baccalaureates, and NC-TEACH. Advisors work closely with lateral entry teachers to plan their schedules, monitor their progress, and serve as liaisons with the school.

**UNC Chapel Hill's** School of Education is: targeting potential math and science teachers in NC-TEACH, a high quality, accelerated program for lateral entry; increasing its elementary education program by 50 full-time students; increasing its MAT program from 67 to 120 full-time students over the next two years; and has established three county-based off-campus cohorts of 25 experienced teachers each. Currently the School has 50 teachers from the central part of the state enrolled in its licensure ESL program. The Center for Mathematics and Science Education serves teachers in the northeast Piedmont. The Frank Porter Graham Child Development Center has examined the ability of schools to assess the readiness of

children to enter kindergarten. The School of Social Work has partnered with Communities in Schools to design the School Success Profile, a tool for informing interventions with middle and high school students at risk of school failure.

**UNCC** is engaged in two statewide initiatives to increase the supply of well-qualified teachers in NC: the University-Schools Teacher Education Partnerships (U-STEP), which emphasizes early clinical experiences and yearlong internships, and NC TEACH, an innovative effort to recruit, prepare, and support mid-career professionals who enter the teaching profession. The College of Education has developed innovative Graduate Certificates in Education, which offer a fast track to teacher licensure for college graduates from other fields. The college is offering four field-based master's degree programs to teachers in Charlotte-Mecklenburg schools and distance education programs in five other counties.

**UNCG** is involved in the Piedmont Triad Education Consortium, which serves teachers and administrators in 15 NC counties. UNCG's SERVE supports research and development efforts throughout the Southeast that address education issues and provide technical assistance to school personnel. Six UNCG centers also provide services to K-12 education: the Center for Educational Research and Evaluation, the Center for Educational Studies and Development, the Center for School Accountability and Staff Development, the Center for the Study of Social Issues, the Reading Together USA Institute, and the National Paideia Center. UNCG participates in two statewide initiatives to enhance the recruitment and retention of teachers. The NC TEACH (North Carolina Teachers of Excellence for All Children) lateral-entry program is for individuals in other careers who want to become teachers. The USTEP (University-Schools Teacher Education Partnerships) program provides funding for collaborative school improvement projects between school practitioners and university faculty. As part of the elementary and middle grades programs, all UNCG juniors and seniors work at Professional Development Schools in the Greater Triad Community where they assist teachers and work with students during learning activities, accumulating over 1,000 hours in schools.

**UNCP**'s School of Education was named one of the exemplary programs in North Carolina as measured by both the 2000 and the 2001 IHE "repoepaPolw( )880 am6uT£0.0013 Tcū.4(es)4(,)7.4( t)7.5(h)12.4

**WSSU** developed a new middle grades science concentration, and has developed a strong relationship with Winston-Salem Forsyth County Schools. Using matching incentive grant funds, WSSU established three collaborative computer laboratories in its three professional development schools in the school district. The university has developed a strong clinical component for its University-Schools Teacher Education Partnership.

**Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and public service activities**

**ASU** annually submits grant proposals that total between \$8-10 million and receives funding for \$5-7.5 million. Most of these grant submissions sponsor or focus benefits primarily on NC residents. ASU serves as the cultural center of northwest NC through dozens of art, music, and drama presentations throughout the year. Appalachian Summer, a month-long festival of art, music, and drama during July, serves thousands of citizens.

**ECU** has the strategic goals of extending external leadership and partnership roles in eastern NC and increasing the productivity of faculty, staff, and students in research and creative activity. This will be accomplished in a variety of ways, including: develop selected new interdisciplinary doctoral programs; develop university and systemwide collaborative and interdisciplinary research programs; increase recognition of and resources for faculty and student research and creative activity; increase by 50 percent the grant and contract dollars secured over the next five years; and strengthen the campus infrastructure that supports the application for and implementation of grants and contracts.

**ECSU** houses the Community Development Program, a federally sponsored program, and the Small Business and Technology Development Center, both of which support economic development in the region. Funding agencies that provide contract and grants to ECSU faculty include the National Cancer Institute, NASA, National Institutes of Health, Kaufman Center for Entrepreneurial Leadership, and the UNC Math and Science Education Network.

**FSU** will use grant funding to open in fall 2001 the Fayetteville Business Center, an incubator for newly emerging businesses. This center, using FSU faculty and students, will provide technical and clerical assistance and operational space for small businesses. FSU's Sponsored Research Office has provided a number of technical and grant-writing workshops to assist faculty and development of grant proposals. The number of new proposals submitted rose from 36 in 1999-2000 to 51 in 2000-2001.

**NCA&TSU** has multidisciplinary research teams organized into thematic clusters and centers that conduct basic and applied research. NCA&TSU ranks fourth in the UNC system in overall revenue from sponsored programs and has a balanced portfolio of federal and non-federal sponsors, including industries and extensive local, state, national and international partnerships. The School of Agriculture provides programs in cooperative extension and agricultural research that improve the economic, environmental and social sustainability of NC. NCA&TSU established an Office of Technology Transfer and Commercialization as an enhancement to the research administrative infrastructure.

**NCCU** through its Sponsored Research Office is providing training to enhance the skills of faculty in electronic grants proposal submission. NCCU is emphasizing delivery of grant development workshops across campus, development and implementation of a grant management curriculum for faculty, and increased collaboration and development of partnerships. The progress of the Julius L. Chambers Biomedical/Biotechnology Research

Institute continues with an expanding focus on human genomics and bioinformatics research and strengthening of the major core laboratories.

**NCSA** serves as a major cultural driving force in NC, offering more than 300 public performances annually. The School has added to NC's economic base by providing an increasingly well-recognized School of Filmmaking, which helps attract film business to the state. The School has also been instrumental in developing initiatives to found professional arts companies in NC.

**NCSU** research programs address economic and societal problems, and are multidisciplinary, reflecting the complexity of problems faced by NC communities, agriculture, and industry. Emphases include: genomic science and bioinformatics, which are revolutionizing agriculture; nanotechnology—engineering at the sub-microscopic level; polymer science, which is producing a wide range of new materials; computer science; information technology; technology commercialization; and environmental health and sustainability. NCSU has established the position of Vice Chancellor for Extension and Engagement, who will develop a more systematic, multidisciplinary approach to NC issues. The Centennial Campus continues to be a primary focus of NCSU engagement activities.

**UNCA** is involved in a variety of research, public service, and knowledge transfer activities that enrich the quality of life of NC citizens. The Environmental Quality Institute is involved in water quality testing in many counties in western NC. UNCA has partnered with CrossLogic Corporation, Mars Hill College, and Ikon to support a business training center in Asheville that offers courses in specialized software applications to business personnel and students. UNCA continues its emphasis on undergraduate research, and faculty and staff receive external support from agencies such as the National Science Foundation, the Office of Naval Research, the National Park Service, and the National Endowment for the Arts.

**UNC Chapel Hill** and **NCSU** jointly developed the Patent Acquisition and Technology Transfer Initiative to provide a business plan for marketing the application of research findings. UNC Chapel Hill has produced research that enabled a number of new companies to develop in the last year. UNC Chapel Hill is developing its capacity in genomics, nanoscience, computational sciences, and, in cooperation with Triangle Universities, statistical and mathematical sciences. The university conducts a wide variety of applied research focused on issues of importance to NC, including infant mortality, the Work First initiative, child abuse prevention, aging, and health information.

**UNCC** has increased emphasis on research activity with a variety of programs and initiatives that support the following: the C.C. Cameron Applied Research Center, home to research programs in biomedical engineering, electronics, biotechnology, analytic chemistry, robotics, and the Center for Precision Metrology; the Charlotte Institute for Technology Innovation, which will build on current research strengths to fuel the development of high-technology companies; the Center for Optoelectronics and Optical Communications, which will conduct applied optics research; the eBusiness Technology Institute; the Metropolitan Studies Group, which will be organized to support social science research; and the Office of Technology Transfer.

**UNCG** total external funding increased by 41 percent in fiscal year 2000, to \$32.9 million, with the greatest support for projects in education and the social and behavioral sciences. A multidisciplinary research unit in the life sciences, the Gene and Micro Array Application Project (GMAP), will support development of the biotechnology workforce. In the area of technology transfer, increased disclosures have led to patent applications for Reading Together and electronic voting. An Office of Business and Economic Research has been established in the Bryan School to support contracted research. UNCG created the position of Associate Provost for Research, and all academic units have established targets for external funding.

**UNCP** faculty and staff, in collaboration with the Office of Sponsored Research and Programs, continue to expand externally funded research and public service activities dramatically over the level of grant-supported activity in place five years ago. UNCP established the Regional Center for Economic, Community, and Professional Development as a formal public service center in fall 2000.

**UNCW** supports faculty research through yearly research awards, travel funds, and research reassignments, and new policies have been developed to facilitate faculty research stipends received from external agencies. Academic units at UNCW provide a variety of outreach activities to the local community and region, including film festivals, history exhibits, health presentations, clinical health services, and theatre productions.

**WCU** is developing a Biotechnology Center in Asheville to serve regional needs. Research and Graduate Studies promotes research through grant administration, information dissemination, and grant-writing workshops. The College of Arts and Sciences is developing a commercial and electronic music concentration and a musical theatre concentration that will support the music industry in NC.

**WSSU** has developed the Maya Angelou Institute for Improvement of Child and Family Education; the Center for Community Safety, with a focus on reducing and preventing crime in the community; and the University/Community Wellness Center, an academic primary care facility that cares for 4,000 underserved Forsyth County residents.

**Transformation and Change: Use the power of information technology and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21<sup>st</sup> century**

**ASU** has ongoing projects involving the allocation of technology to faculty and instruction in its uses and addressing the use of information technology (IT) for educational purposes in both on-campus and distance-education classes. A new IT division for the support of teaching and learning with technology is active in serving the needs of faculty and staff. Students are also realizing the benefits of increased IT services including increasing access to newer and more capable computers, increased access to network services, and growing access to technology-enhanced "smart" classrooms.

**ECU** has made significant capital investments in strategically deployed IT, including a campus-wide fiber optic backbone and highly advanced IT infrastructure. Collaborative groups are refining a variety of technology enhanced instructional strategies, student support services, and other critical service functions. The campus is also involved in a pilot project to provide wireless connectivity to the backbone. The Brody School of Medicine's TeleMedicine program is a leader in the deployment of IT to address delivery of critical medical services and support. Other advances include development of a web-supported diagnostic system to provide direct monitoring of patients in remote locations.

**ECSU** has two IT specialists who assist faculty and students in integrating technology in the teaching and learning process. The university sponsors an annual technology expo at which vendors provide demonstrations and faculty make presentations on their teaching innovations. Academic Computing offers at least ten workshops a semester for faculty and staff, as well as one-on-one training. On-line training resources are also available via the campus web site. A faculty development lab will be housed in the new Information Technology Center.

**FSU** in the last three years has purchased computers for all faculty members and has provided training for faculty to develop on-line and web-enhanced courses. The university has



implemented on-line and voice response registration, web-for-students, and web-for-faculty, and is part of the PricewaterhouseCoopers Integrated Student Services project. The university is completing the wiring of all of its residence halls and has reorganized its management information systems for Information Technology Services to improve service delivery. The university is hiring an associate vice chancellor/chief information officer to provide leadership in the areas of academic and administrative computing, telecommunications, and distance learning.

**NCA&TSU** has implemented its network infrastructure baseline and five applications (Web for Students, Web for Faculty, Web for Alumni, Payment Gateway, and Campus Pipeline). The university is participating in Army University Access Online, the world's largest educational portal, where military personnel can access course work, advisory services, registration services, and technical and administrative support.

**NCCU** has used the power of information technology and more effective administrative and business practices with the following initiatives: Center for Teaching and Learning with Technology, which provides faculty with high performance electronic teaching, development, and research facilities; distance education, with creation of the Faculty Den, which provides training to faculty in using technology to deliver high quality distance education programs; student services that will provide students with learning environments and one-stop service centers almost anywhere on or off campus; and administrative services with implementation of Web for Students, Web for Faculty, Pathways Mentor, and the Eagle-Line Voice System.

**NCSA** is making progress to complete the fiber-optic backbone for the entire campus; to incorporate significant elements of a comprehensive software package to benefit students, faculty, and staff; and to move toward further integration of technology into the teaching of academics and arts. Faculty and staff workshops are conducted, and several classrooms have been furnished with computers and Smartboard technology.

**NCSU** achieved universal connectivity on campus in June 2001. A new university-wide Learning Technology Service complements college-level support for faculty infusing web-based applications into their classrooms. The campus uses assistive technologies to support learner-centered instructional design and to comply with ADA requirements, and has implemented a Basic Information Technology project to ensure student competency in computing and network skills. A new partnership between Information Technology and Telecommunications has resulted in better coordination and shared facilities and services.

**UNCA** maintains campus-wide support of WebCT as a learning management system. Faculty are provided frequent development opportunities by the Center for Teaching and Learning (CTL), and the CTL supports a faculty-dedicated instructional technology lab. UNCA actively participates in the UNC Shared Services Alliance, which has resulted in training opportunities for staff and acquisition of new computer hardware and software licenses. Administrative Computing has provided a number of web-enabled services, including a master events scheduling system and a computing job tracking system.

**UNC Chapel Hill's** Carolina Computing Initiative (CCI) is the first program for technology delivery of its kind on any research campus in the nation. Phase I provides a desktop life cycling plan for faculty, staff, and teaching graduate students in the College of Arts & Sciences. The CCI, funded largely by campus reallocation of resources, provides all undergraduates, faculty, and staff with appropriate computer technology and support, transforming the educational process. The Department of Biology has developed a program using videoconferencing and SmartBoard technology that enables delivery of biology instruction to students at campuses across the state. The Department of Chemistry has instituted a wireless keypad response system to assess student understanding in the classroom. The Center for

Teaching and Learning (CTL) has invested heavily in helping faculty and teaching assistants make effective use of information technologies.

**UNCC** has created the Faculty Center for Teaching and has engaged the assistance of Eduprise, Inc., in formulating a campus instructional technology strategic plan. UNCC will develop one-stop student services delivered over the web and in a single location on campus. New software from SCT Corp. has been installed to provide increased web self-service features for students. UNCC has made a substantial investment in hardware, software, and networking, and has established a set of nine principles that will guide the development and coordination of its various computing environments.

**UNCG** developed the Campus Information Technology Plan to guide its efforts in accomplishing: completion of the campus telecommunications network with a fiber optic backbone linking the entire campus and wiring in all campus buildings for high speed information technology; provision to students of email, personal web pages, open access to computer resources, and over 60 software packages; new systems support activities in Human Resource Services and Financial Records; and upgrades in other operating systems and databases.

**UNCP** is moving to implement all major components of the UNC IT strategy. The Teaching and Learning Center is sponsoring campus involvement in the Teaching and Learning through Technology training workshops. The new Associate Provost for Outreach is developing a comprehensive distance education strategy. The Director of University Computing and Information Services, currently on leave with the UNC Information Resources Shared Services Alliance, will supervise Web for Faculty in 2001-2002.

**UNCW** has established a plan for using bond funds to expand its fiber optic network and wireless computing capabilities across campus. The university has implemented a web-based registration system for students and web services for faculty, and students are able to take standardized tests such as the GRE at campus computer terminals. Data warehousing processes are being considered as a way of responding to the growing demand for current assessment data.

**WCU** fully supports and participates in activities of the UNC Teaching and Learning with Technology Collaborative and the UNC Shared Services Alliance. WCU has invested in upgrading its baseline network infrastructure. The library has licensed a growing array of electronic resources and established a major web presence to provide "any time, any place" access to library information and services.

**WSSU** maintains a training lab for faculty development and provides faculty training in all software that the university has adopted. The campus has benefited from participation in the UNC Teaching and Learning with Technology Collaborative, which has sponsored an initiative to develop PDA/handheld technology projects. WSSU participated in the spring 2001 UNC Flashlight training workshop, which helps institutions improve educational uses of technology. WSSU is a participant in the Strategies for Online Learning Infrastructure Development (SOLID), which focuses on course management and development systems. The campus has also participated in the UNC Alliance for Shared Services software sharing initiative. Campus Pipeline, Web for Students, and Web for Faculty have been implemented.

## **Appendix C. Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement**

As a part of the 2002-2007 long-range planning process, each campus was asked to provide information related to the Board of Governors' revisions of the Minority Presence Plan. Recognizing that to fully respond to this newly defined initiative will require campus-wide planning, we asked only for preliminary plans in this area. There are many ways for campuses to assess their own programs and successes; and some campuses have a great deal of information to report. This section summarizes both the Office of the President and the campus responses to this issue to begin the process called for in the report that each campus develop a strategic plan and an enrollment plan that include the following:

- A goal of reaching a "critical mass" of "minority" students on each campus
- A goal of reaching racial and ethnic parity in retention and graduation rates
- Development of meaningful opportunities for students to experience a diverse environment that will prepare them for the real world of the 21<sup>st</sup> century

University-wide goals are to increase the following:

- UNC college-going rate in North Carolina
- Community college-to-UNC transfer rate
- Retention and graduation rate

Campuses were asked to consider the following questions as they formed the response to this section of the long-range plan:

### ***Administrative Commitment***

1. Is diversity a campus priority?
2. Do affirmative action policies ensure that diverse candidates are included in the process?
3. Do you have programs to build cultural sensitivity among administrators, faculty, and staff?
4. Are financial aid policies sufficient to ensure that all students are equally eligible for merit-based scholarships?
5. Does your administration and faculty reflect the diversity of the national pools from which they are hired?
6. In what ways does the evaluation process for administrators include measuring the success in establishing and maintaining a supportive climate for students, faculty, and staff?

### ***Faculty Recruitment and Support***

1. Does the campus have incentives to hire highly sought-after candidates?
2. What support is provided to new employees from underrepresented populations to find housing and to "fit in" to the community?
3. What are you doing to expand the pool of potential faculty from underrepresented populations?
4. What faculty development programs exist on campus?
5. What mechanisms are used to ensure widespread advertising of positions for faculty and staff to attract a diverse pool of candidates?

***Strategic Planning and Assessment***

1. In what ways does the campus planning process integrate diversity planning into all facets of the strategies and outcomes?
2. How does the campus assess accountability for student learning?
3. How is resource allocation tied to strategic planning and assessment?

***Admissions***

1. Do you have holistic admissions criteria?
2. How does the campus communicate admissions criteria to students and parents?
3. What relationships have you established with public schools and community colleges?

***Financial Aid***

1. How does financial aid information reach students and their families?
2. What technical assistance is provided for first generation college students?
3. How do financial aid policies governing merit-based and financial need scholarships ensure support for a diverse student body?

***Transition Programs***

1. How does the campus help first generation students make the transition?
2. How do you work with community college students in the transfer process?
3. How do you monitor the effectiveness of articulation policies and entrance requirements?

***School Outreach Programs***

1. How is the campus working with parents, public schools, and community colleges to broaden the diversity of the student body?
2. What outreach programs exist to reach communities and families?
3. How have you communicated the new MCRs in your campus publications?
4. How has your campus integrated Pathways into your outreach program?
5. How is technology being used to reach students and families?

***Climate for Students***

1. In what ways does the campus orientation program address diversity?
2. How does the campus address diversity issues for returning students, faculty, and administrators?
3. What is the role of residence halls in furthering the campus diversity initiatives?
4. What programs, clubs, spaces provide opportunities for students from underrepresented groups to gather?
5. What campus programs reflect international, multilingual, and multicultural heritages of students?
6. What departments offer courses or majors in diverse cultures?
7. How are all students introduced to possibilities for graduate or professional education?
8. How are satisfaction surveys or other studies used to monitor the campus's success in improving the climate for all students?

***Learning Assistance***

1. What academic support assistance is provided to students?
2. What assistance is provided in study skills, note taking, test preparation?
3. What role do faculty play in providing academic assistance?

***Commitment to Student Success***

1. How do you identify students in danger of failing?
2. How is advising used to retain students?
3. What support is provided on campus for students to be successful?

**Teaching Improvement**

1. What assistance is provided to faculty to improve their effectiveness with diverse student populations?
2. How does the reward system encourage faculty to spend time with students outside of regular classes?
3. When was the curriculum last reviewed to ensure that it reflects diversity in the offerings and/or the general education requirements?
4. How are teaching evaluations used for faculty review?

**Office of the President**

In 2001, the Office of the President recommended that the Board of Governors adopt the policy statement, "Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement." This document changes the philosophy of access and diversity in significant ways, placing the responsibility for program design and execution on the individual campuses. Measures of success will be determined by outcomes rather than adherence to a list of required activities. To carry out this policy, the Office of the President has implemented a number of strategies.

- Work with the Southern Education Foundation to assess North Carolina's activities to promote access.
- Work with NCSEAA to consolidate student grant programs.
- Lobby for increased state-supported student need-based aid programs.
- Distribute funds to focused-growth institutions to support programs that will enhance diversity efforts.
- Work with campuses on enrollment planning.
- Place renewed emphasis on community college partnerships. Research data show that minority students do not transfer to UNC at the same rate as non-minority students.
- Change long-range planning document to require responses from each campus on diversity efforts.
- No longer require monthly reports that were mandated by the consent decree.
- Hired Associate Vice President for Access and Outreach with primary responsibilities for access and outreach; Pathways, GEAR UP, and Transfer Advisory Council all report to this administrator. Associate Vice President for Access and Outreach will visit each campus to review the diversity planning with visits to the CAO, Enrollment Management Office, Admissions, Financial Aid, Retention Office, and others involved with student recruitment and retention.
- Form UNC Leadership Institute under the direction of a second Associate Vice President who is responsible for faculty support programs such as Phased Retirement and Post-Tenure Review as well as institutes, programs, and web-based support for faculty and staff development. The two programs offered in summer 2001 had sessions on diversity.
- Submit biennial budget request to support the SREB Doctoral Scholars Program for minority PhD students.
- Submit biennial budget request for institutions to expand opportunities for minority students to participate in international exchange programs.
- Work through University-School Programs to improve outreach and training activities with teachers, counselors, administrators, and parents in grades K-12.
- Increase Minimum Course Requirements as a means of improving college preparation and retention.
- Increase use of technology to expand access (e.g. CFNC, Prospective Student Portal, Web for Students, e-learning programs and courses).

## Individual Campus Responses

Each campus was asked to summarize its initial response to the changes in diversity planning for UNC. These responses varied from campus to campus, sometimes reflecting institutional actions and offices and sometimes using data to demonstrate increases in student, faculty, and student numbers. The compilation of this material provides an overview of the seriousness with which the campuses are approaching this issue, and the reports will be helpful to all campuses as they review the breadth of activities carried out by each campus. These lists are not complete and do not repeat for each campus the overall increased efforts in Student Affairs offices, admissions, and academic affairs; rather, the lists provide some of the specific efforts as examples of the commitment to increasing diversity on the sixteen constituent campuses.

### ***Appalachian State University***

- Board of Trustees resolution of 1995 states commitment to diversity
- Has an Equity Office to promote equity and diversity issues throughout campus
- Multicultural Center
- Current taskforce on recruitment and retention of students of color
- Active involvements in minority faculty vitae bank

### ***East Carolina University***

- University Diversity Committee
- Staff Forum Diversity Committee
- Admissions Recruitment officer who focuses solely on attracting underrepresented populations
- Initiative on Race Relations—"Defining the Past—Charting the Future"
- Z. Smith Reynolds Foundation grant for a race relations initiative
- Increase in minority enrollment over seven years from 8.5% to 18% in 2000
- Increase in minority enrollment in School of Medicine from 25% in 1996 to 36% in 1999 along with an increase in graduation rate from a low of 79% in 1992 to 100% in 1996.
- Sponsors high school financial aid workshops
- Ledonia Wright Cultural Center
- Office of Intercultural Student Affairs—Peer Mentoring Program
- Office of International Affairs
- Increased number of courses in ethnic studies
- Office of Equal Employment Opportunity has Affirmative Action Recruitment Assistance program and Minority Host Recruitment Committee for faculty and staff recruitment and retention
- Science Track Enhancement Program to reach high school students from underrepresented groups or disadvantaged backgrounds to pursue careers in science and math

### ***Elizabeth City State University***

- Current minority enrollment (white, Hispanic, Native American, Asian American) is 21.4%
- Current faculty is 25% white, 18% Asian, and 1% Hispanic
- Has highest graduation and persistence rate for minority students among HBCUs
- Plans to use student surveys to assess and strengthen commitments to all students
- Maintains racially diverse admissions staff
- VANS—Vikings Assisting New Students used in recruitment activities
- Plan to expand new student orientation
- Added commuter student to SGA; 40% of commuter population is white
- Expanding professional development for faculty

***Fayetteville State University***

- Maintains high minority population—from low in 1981 of 20.5% to high in 1991 of 36.9%, it is now 27.3%.
- Supports Upward Bound, Educational Talent Search, Educational Opportunity Centers Program, and GEAR UP
- Preparing information about FSU in both Spanish and English
- Aggressive efforts to facilitate transfer of students from community colleges
- Freshman Year Initiative
- New Advisement and Career Services Center
- Initiate curriculum review in 2001-02

***North Carolina A&T State University***

- Strengthening 2+2 articulation agreements
- Updated brochures
- Office of Minority Affairs—direct mail campaign, orientation reception, new student interviews, freshman tracking, career counseling, personal counseling, luncheon/rap sessions
- Annual survey to minority students
- Plans include aggressive marketing, efforts to sustain positive campus atmosphere, “one stop” services for students, and annual recruitment weekend for minority students

***North Carolina Central University***

- Offering English as a Second Language courses for community members
- International festivals
- Strategic focus groups
- Aggressive marketing
- On-line services expanded
- Services to communities—SAT workshops, financial aid education seminars, lecture series
- Provide international opportunities

***North Carolina School for the Arts***

- Address historical underrepresentation of minority faculty and students
- Coca Cola Foundation grant provided minority recruitment scholarship for three years.
- Ford Foundation grant helped develop extensive national networks to identify minority applicants
- Expand scholarship funds in general to be competitive with other conservatories
- New School of Filmmaking has 17% minority faculty
- Initiatives to recruit minority faculty
- Improve campus climate through curriculum revisions

***North Carolina State University***

- Office of the Vice Provost of Diversity and African American Affairs
- Lair of Diversity to provide monthly meetings about diversity issues
- Plan to train Student Diversity Facilitators
- Curriculum diversity pilot effort in Center for Teaching and Learning
- External review of the African American Cultural Center
- Partnerships with the Graduate School to increase the number of minority graduate students
- Den of Diversity to include deans and African American faculty to recommend diversity policy
- Diversity Proposal Competition for college initiatives
- Hired Coordinator of Diversity Programming

- New position of Coordinator of Gender Affairs
- Transition Program, University Tutorial Center, and First Year Inquiry
- Community Link established through African American Chancellor's Advisory Council
- Funding from Alcoa for curriculum revision project

#### ***University of North Carolina at Asheville***

- Created Office of Diversity and Multicultural Affairs
- Hired Special Assistant to the Chancellor for Diversity and Multicultural Affairs
- Established Latino/Hispanic student organization
- Worked with Asian/Asian American students to establish ASIA—Asian Students in Asheville
- Conducted workshops with coaching staffs and Athletic Director
- Diversified library and bookstore holdings to reflect popular magazines featuring people of color
- Worked with residence hall staff on diversity issues
- Supported RACE WAVE, symposium in conjunction with the Women's International League for Peace and Freedom
- Expanded support services to persons with disabilities, women, and groups included under sexual orientation
- Examining admissions requirements and negative impact on students of color
- Admissions counselor to focus on recruitment of minority students
- Sponsor financial assistance programs in the community
- Uses Delaney Scholarship to increase diversity
- Horizon: Multicultural Student Orientation
- Colloquium—one semester course focusing on African American life used to increase retention

#### ***University of North Carolina at Chapel Hill***

- Assistant to the Chancellor for minority affairs
- Equal Opportunity/ADA Officer
- Chancellor's Committee on Community and Diversity
- Evaluation of senior level administrators includes diversity outcomes
- Holistic admissions criteria to recognize potential for success
- Diversity included in orientation activities for students
- Organizations for African American, Native America, Hispanic, and South East Asian students
- Expanded curriculum in ethnic studies
- First year academic warning system to identify students at risk and to provide tutoring and mentoring
- Cultural diversity requirements as a part of undergraduate curriculum
- Office of Minority Affairs supports Project Uplift, High School Honors Days, National Achievement Scholar Day, Tar Heel Target, Native American Outreach, Hispanic Student Outreach, campus visitation, Decision Days events, North Carolina Renaissance for rural high school juniors, Pre-orientation, and Minority Student Recruitment Committee

#### ***University of North Carolina at Charlotte***

- Referral Mailings—minority students and graduates are asked to provide names of potential students
- Minority Academic Services supports University Transition Opportunities Program, Student Advising for Freshman Excellence, Transfer Resources for Advancing the College Experience, Producing Readiness of Diverse University Cohorts
- Seven historically black Greek organizations



- Multicultural Resource Center
- Target of Opportunity program to recruit diverse faculty
- Council on University Community provides oversight and coordination of all multicultural programs and activities
- “Valuing Diversity” brochure published
- Expanding summer bridge programs

***University of North Carolina at Greensboro***

- Representation in over 100 national and international associations which address specific minority issues
- Teaching and Learning Center provides workshops on learning environments and alternative learning patterns
- Fourteen area receptions and seven open house events including a Black Student Visitation Day, six information sessions for adult and transfer students, guidance counselor workshops
- Upward Bound Program
- Office of Special Support Services and Learning Assistance Center
- Human Relations Council

***University of North Carolina at Pembroke***

- Second most racially diverse campus in the South
- Required Freshman Seminar
- University Early Alert Program to identify students at risk
- Student Support Services Program that is federally funded and specifically aimed at low-income and first-generation students
- Curriculum that includes major in American Indian Studies and minor in African American Studies
- Student organizations—African American, Native American, and American Indian Science and Engineering Society
- Multicultural Center established in fall 2001
- The fastest-growing campus in the UNC system over the last two years

***University of North Carolina at Wilmington***

- Plans to expand diversity efforts by hiring additional staff
- Participate in NSSFNS (National Scholarship Service for Negro Students) fairs
- Direct Mail campaign to minority students and families
- Visitation Days and “Evening with the Chancellor” event
- Admitted student receptions
- Volunteer Recruitment Groups—alumni, parents and current students
- Create mentoring teams
- Establishing Summer Bridge Program

***Western Carolina University***

- Send notices of faculty vacancies to HBCUs
- University vision statement makes reference to “diverse people and cultures” and Eastern Band of Cherokee Indians
- Holistic admissions standards
- Student Support Services provide academic advising, career counseling and personal counseling
- Site for UNC Prospective student portal linked to Pathways
- Attention to diversity issues at Orientation events

- Annual programs: Stompfest, MLK, Jr. celebration, Kwanza, Black History Month, Native American History Month, Black Awareness Month, Native American Powwow, International Festival, Hispanic Heritage Month, Diversity Week
- Organizations: Ebony Students, Black Theatre Ensemble, Inspirational Choir, Project Care
- Academic Support Services: Writing Center, Mathematics Tutoring Resource Center, Catamount Tutoring Center, Technology Assistance Center
- Cherokee Center supports Cherokee students and works closely with public schools

***Winston-Salem State University***

- Diversity is a part of the university's mission and encompasses gender, age, culture, disability, academic ability, nationality, religion, socio-economic status
- Actively seek diverse faculty
- Precollege and bridge programs: Hispanic sixth graders and their parents, partnerships with community colleges
- Certification in English as a second language
- Expansion of distance learning to reach more students
- External funds are supporting international education opportunities for students
- Emphasis on support services for commuters, many of whom are minority
- First year College and Academic Support Services for all students
- Required freshman orientation courses

## **Appendix D. UNC Academic Program Inventory**

In addition to the Academic Program Inventory of each constituent institution of the University of North Carolina, this appendix presents a summary of new programs established ([Table D.1, p. 168](#)) and programs discontinued ([Table D.2, p. 169](#)) by the Board of Governors from July 1972 through November 2001.

# Academic Program Inventory

## Appalachian State University

157 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

### Architecture and Related Programs

#### 04.0301 City/Urban, Community and Regional Planning

BS Community and Regional Planning

### Area, Ethnic and Cultural Studies

#### 05.0199 Area Studies, Other

MA Appalachian Studies

### Communications

#### 09.0201 Advertising

BS Communication, Advertising

#### 09.0401 Journalism

BS Communication, Journalism

#### 09.0501 Public Relations and Organizational Communications

BS Communication, Public Relations

#### 09.0701 Radio and Television Broadcasting

BS Communication, Electronic Media/Broadcasting

### Computer and Information Sciences

B 

### Education

#### 13.0301 Curriculum and Instruction

MA Curriculum Specialist

#### 13.0401 Education Administration and Supervision, General

EDD Educational Leadership

EDS Educational Administration

#### 13.0403 Adult and Continuing Education Administration

EDS Higher Education, Adult Education

MA Higher Education, Adult Education

#### 13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

#### 13.0406 Higher Education Administration

EDS Higher Education, Teaching

EDS Higher Education, Developmental Studies

EDS Higher Education, Administration

MA Higher Education, Teaching

MA Higher Education, Developmental Studies

MA Higher Education, Administration

#### 13.0501 Educational/Instructional Media Design

MA Educational Media

#### 13.1001 Special Education, General

BS Habilitative Science

MA Special Education: Teaching Parent Specialty

MA Special Education: Cross Categorical

#### 13.1011 Education of the Specific Learning Disabled

BS Special Education: Learning Disabilities

#### 13.1101 Counselor Education Counseling and Guidance Services

MA Counseling and Guidance

#### 13.1102 College/Postsecondary Student Counseling and Personnel Services

MA Community Counseling

MA College Student Development

#### 13.1202 Elementary Teacher Education

BS Elementary Education

MA Elementary Education

#### 13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BS Middle Grades Education

MA Middle Grades Education

#### 13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BS Child Development: Birth-Kindergarten

MA Child Development: Birth-Kindergarten

#### 13.1302 Art Teacher Education

BS Art Education (K-12)

#### 13.1303 Business Teacher Education (Vocational)

BS Business Education

#### 13.1305 English Teacher Education

BS English, Secondary Education

MA English, Education

#### 13.1307 Health Teacher Education

BS Health Education, Secondary Education

#### 13.1308 Home Economics Teacher Education (Vocational)

BS Family and Consumer Sciences, Secondary Education

MA Family and Consumer Sciences, Education

#### 13.1309 Technology Teacher Education/Industrial Arts Teacher Education

BS Technology Education

MA Technology Education

#### 13.1311 Mathematics Teacher Education

BS Mathematics, Secondary Education

MA Mathematics, Education

#### 13.1312 Music Teacher Education

BM Music Education

MM Music Education

#### 13.1314 Physical Education Teaching and Coaching

BS Physical Education, K-12

MA Health and Physical Education

#### 13.1315 Reading Teacher Education

MA Reading Education, General

#### 13.1317 Social Science Teacher Education

MA Social Science, Education

#### 13.1318 Social Studies Teacher Education

BS Social Sciences, Education (With Emphasis Options in Various Disciplines)

#### 13.1322 Biology Teacher Education

BS Biology, Secondary Education

MA Biology, Education

#### 13.1323 Chemistry Teacher Education

BS Chemistry, Secondary Education

#### 13.1324 Drama and Dance Teacher Education

BS Teaching Theatre Arts, K-12

#### 13.1325 French Language Teacher Education

BS French, Education

#### 13.1328 History Teacher Education

BS History, Secondary Education

MA History, Education

# Academic Program Inventory Appalachian State University

**157 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>13.1329 Physics Teacher Education</b> BS Physics, Secondary Education	<b>26.0101 Biology, General</b> BA Biology
<b>13.1330 Spanish Language Teacher Education</b> BS Spanish, Education	BS Biology, Pre-Professional
<b>13.1399 Teacher Education, Specific Academic and Vocational Programs, Other</b> BS Geology, Secondary Education	MS Biology
<b>Engineering-Related Technologies</b>	<b>26.0603 Ecology</b> BS Biology/Ecology and Environmental Biology
<b>15.0303 Electrical, Electronic and Communications Engin. Tech./Technician</b> BS Industrial Technology, Electronics	<b>Mathematics</b>
<b>15.0603 Industrial/Manufacturing Tech./Technician</b> BS Industrial Technology	<b>27.0101 Mathematics</b> BA Mathematics
MA Industrial Technology	BS Mathematics
<b>15.9999 Engineering-Related Technol./Technicians, Other</b> BS Industrial Technology, Construction	MA Mathematics
<b>Foreign Languages and Literatures</b>	<b>27.0501 Mathematical Statistics</b> BS Statistics
<b>16.0901 French Language and Literature</b> BA French	<b>Multi/Interdisciplinary Studies</b>
<b>16.0905 Spanish Language and Literature</b> BA Spanish	<b>30.1101 Gerontology</b> MA Gerontology
<b>16.0999 Romance Languages and Literatures, Other</b> MA Romance Languages, Spanish (Teaching)	<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>
MA Romance Languages, Spanish	<b>31.0301 Parks, Recreation and Leisure Facilities Management</b> BS Recreation Management
MA Romance Languages, French (Teaching)	<b>31.0503 Athletic Training and Sports Medicine</b> BS Athletic Training
MA Romance Languages, French	<b>31.0504 Sport and Fitness Administration/Management</b> MA Sports Management
<b>Home Economics</b>	<b>31.0505 Exercise Sciences/Physiology and Movement Studies</b> BS Exercise Science
<b>19.0101 Home Economics, General</b> MA Family and Consumer Sciences	MS Exercise Science
<b>19.0501 Foods and Nutrition Studies, General</b> BS Foods and Nutrition	<b>Philosophy and Religion</b>
<b>19.0703 Family and Marriage Counseling</b> MA Marriage and Family Therapy	<b>38.9999 Philosophy and Religion</b> BA Philosophy and Religion
<b>19.0706 Child Growth, Care and Development Studies</b> BS Child Development	<b>Physical Sciences</b>
<b>19.0901 Clothing/Apparel and Textile Studies</b> BS Clothing and Textiles	<b>40.0501 Chemistry, General</b> BA Chemistry
<b>English Language and Literatures/Letters</b>	BS Chemistry
<b>23.0101 English Language and Literature, General</b> BA English	<b>40.0601 Geology</b> BA Geology
MA English	BS Geology
<b>23.1001 Speech and Rhetorical Studies</b> BS Applied Communication	<b>40.0801 Physics, General</b> BA Physics
<b>Liberal Arts &amp; Sciences, General Studies &amp; Humanities</b>	BS Physics
<b>24.0101 Liberal Arts and Sciences/Liberal Studies</b> BA Interdisciplinary Studies	MS Applied Physics
<b>Library Science</b>	<b>Psychology</b>
<b>25.0101 Library Science/Librarianship</b> MLS Library Science, General	<b>42.0101 Psychology, General</b> BA Psychology, General
<b>Biological Sciences/Life Sciences</b>	BS Psychology, General
	MA Psychology, General Experimental
	<b>42.0201 Clinical Psychology</b> MA Clinical Psychology
	<b>42.0901 Industrial and Organizational Psychology</b> MA Industrial-Organizational Psyc and Human Resource Management
	<b>42.1701 School Psychology</b> CAS School Psychology

# Academic Program Inventory Appalachian State University

157 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
MA School Psychology	<b>50.0909 Music Business Management and Merchandising</b>
<b>Protective Services</b>	BS Music Industry Studies
<b>43.0104 Criminal Justice Studies</b>	<b>Health Professions and Related Sciences</b>
BSCJ Criminal Justice	<b>51.0201 Communication Disorders, General</b>
<b>Public Administration and Services</b>	BS Communication Disorders
<b>44.0401 Public Administration</b>	MA Communication Disorders
MPA Public Administration	<b>51.0701 Health System/Health Services Administration</b>
<b>44.0701 Social Work</b>	BSBA Health Care Management
BSW Social Work	<b>51.1005 Medical Technology</b>
<b>Social Sciences and History</b>	BS Clinical Laboratory Sciences
<b>45.0201 Anthropology</b>	<b>51.2207 Public Health Education and Promotion</b>
BA Anthropology	BS Health Promotion
BS Anthropology	<b>51.2305 Music Therapy</b>
<b>45.0601 Economics, General</b>	BM Music Therapy
BA Economics	<b>51.2310 Vocational Rehabilitation Counseling</b>
BSBA Economics	MA Health Psychology
<b>45.0701 Geography</b>	<b>Business Management &amp; Administrative Services</b>
BA Geography	<b>52.0201 Business Administration and Management, General</b>
BS Geography	BSBA Management
MA Geography	MBA Business Administration
<b>45.0801 History, General</b>	<b>52.0301 Accounting</b>
BA History	BSBA Accounting
BS History	MS Accounting
MA History	<b>52.0801 Finance, General</b>
<b>45.0805 Public/Applied History and Archival Administration</b>	BSBA Finance and Banking
MA Public History	<b>52.0805 Insurance and Risk Management</b>
<b>45.1001 Political Science, General</b>	BSBA Risk and Insurance
BA Political Science	<b>52.0901 Hospitality/Administration Management</b>
BS Political Science	BSBA Hospitality and Tourism Management
MA Political Science	<b>52.1201 Management Information Systems and Business Data Processing, General</b>
<b>45.1101 Sociology</b>	BSBA Information Systems
BA Sociology	<b>52.1401 Business Marketing and Marketing Management</b>
BS Sociology	BSBA Marketing
<b>Visual and Performing Arts</b>	
<b>50.0402 Graphic Design, Commercial Art and Illustration</b>	
BFA Graphic Design	
BS Graphic Arts and Imaging Technology	
<b>50.0404 Industrial Design</b>	
BS Industrial Technology, Industrial Drafting and Design	
<b>50.0408 Interior Design</b>	
BS Interior Design	
<b>50.0501 Drama/Theater Arts, General</b>	
BA Theatre Arts	
<b>50.0701 Art, General</b>	
BA Art	
<b>50.0702 Fine/Studio Arts</b>	
BFA Studio Art	
<b>50.0704 Arts Management</b>	
BS Art Management	
<b>50.0903 Music - General Performance</b>	
BM Music Performance	
MM Performance	

# Academic Program Inventory East Carolina University

189 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

## Architecture and Related Programs

### 04.0301 City/Urban, Community and Regional Planning

BS Urban and Regional Planning

## Area, Ethnic and Cultural Studies

### 05.0207 Women's Studies

BA Women's Studies

### 05.9999 Area, Ethnic and Cultural Studies, Other

MA International Studies

## Communications

### 09.0101 Communications, General

BA Communication

### 09.0402 Broadcast Journalism

BS Communication

## Computer and Information Sciences

### 11.0701 Computer Science

BA Computer Science

BS Computer Science

MS Computer Science

## Education

### 13.0401 Education Administration and Supervision, General

EDD Educational Leadership

EDS Educational Administration and Supervision

### 13.0403 Adult and Continuing Education Administration

MAED Adult Education

### 13.0404 Educational Supervision

MAED Educational Supervision (Level I)

### 13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

### 13.0501 Educational/Instructional Media Design

MAED Instructional Technology Education

MS Instructional Technology

### 13.1005 Education of the Emotionally Handicapped

BS Special Education, Behaviorally-Emotionally Handicapped

### 13.1006 Education of the Mentally Handicapped

BS Special Education, Mentally Handicapped

MAED Special Education, Mental Retardation

### 13.1011 Education of the Specific Learning Disabled

BS Special Education, Learning Disabled

MAED Special Education, Learning Disabilities

### 13.1101 Counselor Education Counseling and Guidance Services

EDS Counselor Education

MS Counselor Education

### 13.1202 Elementary Teacher Education

BS Elementary Education (K-6)

MAED Elementary Education

### 13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BS Middle Grades Education

MAED Middle Grades Education

### 13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BS Birth-Kindergarten (B-K) Teacher Education

### 13.1299 General Teacher Education, Other

MAT Master of Arts in Teaching

### 13.1302 Art Teacher Education

BFA Art Education

MAED Art Education (K-12)

### 13.1303 Business Teacher Education (Vocational)

BSBE Business Education

BSBE Business and Marketing Education

### 13.1305 English Teacher Education

BS English, Secondary Education

MAED English

### 13.1307 Health Teacher Education

BS School Health Education

MAED Health Education

### 13.1308 Home Economics Teacher Education (Vocational)

BS Family and Consumer Sciences Education

### 13.1310 Marketing Operations Teacher Ed./Mkt. & Distribution Teacher Ed. (Voc.)

BSBE Marketing Education

### 13.1311 Mathematics Teacher Education

BS Mathematics, Secondary Education

MAED Mathematics, Secondary Education

### 13.1312 Music Teacher Education

BM Music Education

MM Music Education

### 13.1314 Physical Education Teaching and Coaching

BS Physical Education

MAED Physical Education

### 13.1315 Reading Teacher Education

MAED Reading Education

### 13.1316 Science Teacher Education, General

BS Science Education

MA Science Education

MAED Science Education

### 13.1318 Social Studies Teacher Education

BS History, Secondary Education

### 13.1319 Technical Teacher Education (Vocational)

MS Vocational Education

### 13.1324 Drama and Dance Teacher Education

BFA Theatre Arts Education

BFA Dance Education

### 13.1325 French Language Teacher Education

BS French

### 13.1326 German Language Teacher Education

BS German

### 13.1328 History Teacher Education

MAED History, Education

### 13.1330 Spanish Language Teacher Education

BS Hispanic Studies Education

### 13.1399 Teacher Education, Specific Academic and Vocational Programs, Other

MAED Career and Technical Education

## Engineering-Related Technologies

# Academic Program Inventory East Carolina University

189 programs  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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## 15.0301 Computer Engineering Tech./Technician

BS Electronics

## 15.0507 Environmental and Pollution Control Tech./Technician

BS Environmental Engineering Technology

## 15.0603 Industrial/Manufacturing Tech./Technician

BS Manufacturing

BS Industrial Technology

BS Industrial Distribution

MS Industrial Technology

## 15.0699 Industrial Production Technol./Technicians, Other

BS Design

## 15.9999 Engineering-Related Technol./Technicians, Other

BS Construction Management

## Foreign Languages and Literatures

### 16.0501 German Language and Literature

BA German

### 16.0901 French Language and Literature

BA French

### 16.0905 Spanish Language and Literature

BA Hispanic Studies

## Home Economics

### 19.0501 Foods and Nutrition Studies, General

MS Nutrition

### 19.0503 Dietetics/Human Nutritional Services

BS Nutrition and Dietetics

### 19.0701 Individual and Family Development Studies, General

BS Family and Community Services

MS Child Development and Family Relations

### 19.0703 Family and Marriage Counseling

MS Marriage and Family Therapy

### 19.0706 Child Growth, Care and Development Studies

BS Child Life

### 19.0901 Clothing/Apparel and Textile Studies

BS Apparel and Textiles Merchandising

## English Language and Literatures/Letters

### 23.0101 English Language and Literature, General

BA English

MA English

## Liberal Arts & Sciences, General Studies & Humanities

### 24.0101 Liberal Arts and Sciences/Liberal Studies

BA Multidisciplinary Studies

BS Multidisciplinary Studies

## Library Science

### 25.0101 Library Science/Librarianship

CAS Library Science

MLS Library Science

## Biological Sciences/Life Sciences

### 26.0101 Biology, General

BS Biology, General

MS Biology

## 26.0202 Biochemistry

BS Biochemistry

## 26.0402 Molecular Biology

MS Molecular Biology and Biotechnology

## 26.0699 Miscellaneous Biological Specializations, Other

PHD Bioenergetics

## 26.9999 Biological Sciences/Life Sciences, Other

PHD Interdisciplinary Biological Sciences

## Mathematics

### 27.0101 Mathematics

BA Mathematics

MA Mathematics

## Multi/Interdisciplinary Studies

### 30.9999 Multi/Interdisciplinary Studies, Other

PHD Coastal Resources Management

MA Maritime Studies

## Parks, Recreation, Leisure, & Fitness Studies

### 31.0301 Parks, Recreation and Leisure Facilities Management

BS Management of Recreation Facilities and Services

MS Recreation and Leisure Facilities and Services Administration

### 31.0503 Athletic Training and Sports Medicine

BS Athletic Training

### 31.0505 Exercise Sciences/Physiology and Movement Studies

BA Exercise and Sport Science

BS Exercise Physiology

MA Exercise and Sport Science

### 31.0599 Health and Physical Education/Fitness, Other

BS Physical Activity and Fitness

## Philosophy and Religion

### 38.0101 Philosophy

BA Philosophy

## Physical Sciences

### 40.0501 Chemistry, General

BA Chemistry

BS Chemistry

MS Chemistry

### 40.0601 Geology

BS Geology

MS Geology

### 40.0801 Physics, General

BA Physics

BS Physics

BSAP Applied Physics

MS Physics

## Psychology

### 42.0101 Psychology, General

BA Psychology

MA Psychology, General-Theoretic

### 42.0201 Clinical Psychology

MA Clinical Psychology



# Academic Program Inventory

## East Carolina University

189 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

### **42.1701 School Psychology**

CAS School Psychology (Level II)

MA School Psychology

### **Protective Services**

### **43.0104 Criminal Justice Studies**

BS Criminal Justice

MS Criminal Justice

### **Public Administration and Services**

### **44.0401 Public Administration**

MPA Public Administration

### **44.0701 Social Work**

BSW Social Work

MSW Social Work

### **Social Sciences and History**

### **45.0201 Anthropology**

BA Anthropology

MA Anthropology

### **45.0601 Economics, General**

BA Economics

BS Economics

### **45.0602 Applied and Resource Economics**

MS Applied and Resource Economics

### **45.0701 Geography**

BA Geography

BS Applied Geography

MA Geography

### **45.0801 History, General**

BA History

MA History

### **45.0805 Public/Applied History and Archival Administration**

BS Public History

### **45.1001 Political Science, General**

BA Political Science

BS Political Science

### **45.1101 Sociology**

BA Sociology

BS Applied Sociology

MA Sociology

### **Visual and Performing Arts**

### **50.0301 Dance**

BFA Dance

### **50.0408 Interior Design**

BS Interior Design

### **50.0501 Drama/Theater Arts, General**

BA Theatre Arts

BFA Theatre Arts

### **50.0701 Art, General**

BA Art

MA Art

### **50.0702 Fine/Studio Arts**

BFA Art

MFA Art

### **50.0703 Art History, Criticism and Conservation**

BA Art History and Appreciation

### **50.0903 Music - General Performance**

BM Performance

MM Performance

### **50.0904 Music Theory and Composition**

BM Theory-Composition

MM Theory-Composition

### **Health Professions and Related Sciences**

### **51.0204 Speech-Language Pathology and Audiology**

BS Speech and Hearing Sciences

PHD Communication Sciences and Disorders

MS Speech, Language, and Auditory Pathology

### **51.0706 Medical Records Administration**

BS Health Information Management

### **51.0807 Physician Assistant**

BS Physician Assistant

### **51.1005 Medical Technology**

BS Clinical Laboratory Science

### **51.1201 Medicine (M.D.)**

MD Medicine

### **51.1302 Medical Biochemistry**

PHD Biochemistry

### **51.1304 Medical Physics/Biophysics**

PHD Biomedical Physics

### **51.1305 Medical Cell Biology**

PHD Anatomy and Cell Biology

### **51.1308 Medical Microbiology**

PHD Microbiology and Immunology

### **51.1313 Medical Physiology**

PHD Physiology

### **51.1501 Alcohol/Drug Abuse Counseling**

MS Substance Abuse and Clinical Counseling

### **51.1601 Nursing (R.N. Training)**

BSN Nursing

### **51.1608 Nursing Science (Post-R.N.)**

PHD Nursing

### **51.1699 Nursing, Other**

MSN Nursing

### **51.2003 Medical Pharmacology and Pharmaceutical Sciences**

PHD Pharmacology

### **51.2202 Environmental Health**

BS Environmental Health

MSEH Environmental Health

### **51.2206 Occupational Health and Industrial Hygiene**

MS Occupational Safety

### **51.2207 Public Health Education and Promotion**

BS Health Education and Promotion

MA Health Education

### **51.2305 Music Therapy**

BM Music Therapy

MM Music Therapy

**Academic Program Inventory**  
**East Carolina University**

**189 programs**

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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**51.2306 Occupational Therapy**

BSOT Occupational Therapy

MSOT Occupational Therapy

**51.2308 Physical Therapy**

MPT Physical Therapy

**51.2309 Recreational Therapy**

BS Recreational Therapy

MS Recreational Therapy Administration

**51.2310 Vocational Rehabilitation Counseling**

BS Rehabilitation Services

MS Vocational Evaluation

MS Rehabilitation Counseling

**Business Management & Administrative Services**

**52.0201 Business Administration and Management, General**

BSBA Management

MBA Business Administration

**52.0301 Accounting**

BSA Accounting

MSA Accounting

**52.0399 Accounting, Other**

BSBA Management Accounting

**52.0407 Information Processing/Data Entry Technician**

BSBE Information Technologies

**52.0801 Finance, General**

BSBA Finance

**52.0902 Hotel/Motel and Restaurant Management**

BS Hospitality Management

**52.1201 Management Information Systems and Business Data Processing, General**

BSBA Decision Science

**52.1401 Business Marketing and Marketing Management**

BSBA Marketing

# Academic Program Inventory

## Elizabeth City State University

**34 programs**

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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### **Computer and Information Sciences**

#### **11.0701 Computer Science**

BS Computer and Information Science

### **Education**

#### **13.1006 Education of the Mentally Handicapped**

BSED Special Education: Mental Retardation

#### **13.1011 Education of the Specific Learning Disabled**

BSED Special Education: Learning Disabilities

#### **13.1202 Elementary Teacher Education**

BSED Elementary Education (K-6)

MED Elementary Education

#### **13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.**

BSED Middle Grades Education

#### **13.1302 Art Teacher Education**

BA Art Education

#### **13.1305 English Teacher Education**

BS English, Secondary Education

#### **13.1309 Technology Teacher Education/Industrial Arts Teacher Education**

BS Technology Education

#### **13.1311 Mathematics Teacher Education**

BS Mathematics, Secondary Education

#### **13.1314 Physical Education Teaching and Coaching**

BS Physical Education

#### **13.1322 Biology Teacher Education**

BS Biology Education

#### **13.1323 Chemistry Teacher Education**

BS Chemistry, Secondary Education

#### **13.1328 History Teacher Education**

BA History, Secondary Education

### **Engineering-Related Technologies**

#### **15.0603 Industrial/Manufacturing Tech./Technician**

BS Industrial Technology

### **English Language and Literatures/Letters**

#### **23.0101 English Language and Literature, General**

BA English

### **Biological Sciences/Life Sciences**

#### **26.0101 Biology, General**

BS Biology

### **Mathematics**

#### **27.0101 Mathematics**

BS Mathematics

### **Physical Sciences**

#### **40.0501 Chemistry, General**

BS Chemistry

#### **40.0601 Geology**

BS Geology

#### **40.0702 Oceanography**

BS Marine Environmental Science

#### **40.0801 Physics, General**

BS Physics, General

### **Psychology**

#### **42.0101 Psychology, General**

BS Psychology

### **Protective Services**

#### **43.0104 Criminal Justice Studies**

BS Criminal Justice

### **Public Administration and Services**

#### **44.0701 Social Work**

BSW Social Work Curriculum

### **Social Sciences and History**

#### **45.0801 History, General**

BA History

#### **45.1001 Political Science, General**

BA Political Science

#### **45.1101 Sociology**

BA Sociology

BA Social Work Curriculum

### **Visual and Performing Arts**

#### **50.0702 Fine/Studio Arts**

BA Art (Studio)

#### **50.0901 Music, General**

BA Music

#### **50.0909 Music Business Management and Merchandising**

BS Music Industry Studies

### **Business Management & Administrative Services**

#### **52.0201 Business Administration and Management, General**

BS Business Administration

#### **52.0301 Accounting**

BS Accounting

# Fayetteville State University

43 programs 11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>Computer and Information Sciences</b>	<b>27.0101 Mathematics</b>
<b>11.0701 Computer Science</b>	BS Mathematics
BS Computer Science	MS Mathematics
<b>Education</b>	<b>Physical Sciences</b>
<b>13.0401 Education Administration and Supervision, General</b>	<b>40.0501 Chemistry, General</b>
EDD Educational Leadership	BA Chemistry
<b>13.0405 Elementary, Middle and Secondary Education Administration</b>	BS Chemistry
MSA School Administration	<b>Psychology</b>
<b>13.1202 Elementary Teacher Education</b>	<b>42.0101 Psychology, General</b>
BS Elementary Education (K-6)	BS Psychology
<b>13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.</b>	MA Psychology
BS Middle Grades (6-9)	<b>Protective Services</b>
<b>13.1299 General Teacher Education, Other</b>	<b>43.0104 Criminal Justice Studies</b>
MED Master of Education	BS Criminal Justice
<b>13.1303 Business Teacher Education (Vocational)</b>	<b>Social Sciences and History</b>
BS Business Education, Secondary	<b>45.0701 Geography</b>
<b>13.1305 English Teacher Education</b>	BA Geography
BS English Language and Literature, Secondary Education	<b>45.0801 History, General</b>
<b>13.1307 Health Teacher Education</b>	BA History
BS Health Education (K-12)	MA History
<b>13.1310 Marketing Operations Teacher Ed./Mkt. &amp; Distribution Teacher Ed. (Voc.)</b>	<b>45.1001 Political Science, General</b>
BS Marketing Education for Teachers	BA Political Science
<b>13.1311 Mathematics Teacher Education</b>	MA Political Science
BS Mathematics, Secondary Education	<b>45.1101 Sociology</b>
<b>13.1312 Music Teacher Education</b>	BA Sociology
BS Music Education (K-12)	MA Sociology
<b>13.1314 Physical Education Teaching and Coaching</b>	<b>Visual and Performing Arts</b>
BS Physical Education (K-12)	<b>50.0599 Dramatic/Theater Arts and Stagecraft, Other</b>
<b>13.1317 Social Science Teacher Education</b>	BA Speech and Theatre
BS Social Sciences, Secondary Education	<b>50.0701 Art, General</b>
<b>13.1322 Biology Teacher Education</b>	BA Visual Arts
BS Biology, Secondary Education	<b>Health Professions and Related Sciences</b>
<b>13.1330 Spanish Language Teacher Education</b>	<b>51.1601 Nursing (R.N. Training)</b>
BS Spanish Education (K-12)	BSN Nursing (RN/BSN) (Jt. Program with UNC-Pembroke)
<b>Foreign Languages and Literatures</b>	<b>Business Management &amp; Administrative Services</b>
<b>16.0905 Spanish Language and Literature</b>	<b>52.0201 Business Administration and Management, General</b>
BA Spanish	BS Business Administration
<b>English Language and Literatures/Letters</b>	MBA Business Administration
<b>23.0101 English Language and Literature, General</b>	<b>52.0301 Accounting</b>
BA English, Language and Literature	BS Accounting
MA English	<b>52.0601 Business/Managerial Economics</b>
<b>Biological Sciences/Life Sciences</b>	BS Managerial Economics
<b>26.0101 Biology, General</b>	<b>52.0801 Finance, General</b>
BS Biology	BS Banking and Finance
MS Biology	
<b>Mathematics</b>	

# Academic Program Inventory

## North Carolina A&T State University

109 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

### ***Agricultural Business and Production***

#### ***01.0103 Agricultural Economics***

BS Agricultural Economics  
MS Agricultural Economics

### ***Agricultural Sciences***

#### ***02.0101 Agriculture/Agricultural Sciences, General***

BS Agricultural Science, Natural Resources  
BS Agricultural Science, Earth and Environmental Sciences

#### ***02.0201 Animal Sciences, General***

BS Animal Science

#### ***02.0203 Agricultural Animal Health***

MS Animal Health Science

#### ***02.0299 Animal Sciences, Other***

BS Laboratory Animal Science

#### ***02.0402 Agronomy and Crop Science***

MS Plant and Soil Science

### ***Architecture and Related Programs***

#### ***04.0601 Landscape Architecture***

BS Landscape Architecture

### ***Communications***

#### ***09.0401 Journalism***

BA Print Journalism

#### ***09.0402 Broadcast Journalism***

BA Broadcast News

#### ***09.0501 Public Relations and Organizational Communications***

BA Public Relations

#### ***09.0701 Radio and Television Broadcasting***

BA Broadcast Production

### ***Computer and Information Sciences***

#### ***11.0701 Computer Science***

BS Computer Science  
MS Computer Science

### ***Education***

#### ***13.0501 Educational/Instructional Media Design***

MS Instructional Technology

#### ***13.1001 Special Education, General***

BS Special Education

#### ***13.1101 Counselor Education Counseling and Guidance Services***

MS Counselor Education

#### ***13.1102 College/Postsecondary Student Counseling and Personnel Services***

MS Human Resources  
MS Adult Education

#### ***13.1202 Elementary Teacher Education***

BS Elementary Education  
MAED Elementary Education

#### ***13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.***

MS Middle Grades Education

#### ***13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education***

BS Child Development: Early Ed & Family Studies(B-K)  
(Teaching)

#### ***13.1301 Agricultural Teacher Education (Vocational)***

BS Agricultural Education  
MS Agricultural Education

#### ***13.1302 Art Teacher Education***

BS Visual Arts, Art Education

#### ***13.1303 Business Teacher Education (Vocational)***

BS Business Education

#### ***13.1305 English Teacher Education***

BS English, Secondary Education  
MS English Education

#### ***13.1308 Home Economics Teacher Education (Vocational)***

BS Family and Consumer Science Education

#### ***13.1309 Technology Teacher Education/Industrial Arts Teacher Education***

BS Technology Education  
MS Technology Education

#### ***13.1311 Mathematics Teacher Education***

BS Mathematics, Secondary Education  
MS Mathematics Education

#### ***13.1312 Music Teacher Education***

BS Music Education

#### ***13.1314 Physical Education Teaching and Coaching***

BS Health and Physical Education (Teaching)  
MS Physical Education

#### ***13.1319 Technical Teacher Education (Vocational)***

MS Vocational-Industrial Education

#### ***13.1320 Trade and Industrial Teacher Education (Vocational)***

BS Vocational-Industrial Education

#### ***13.1322 Biology Teacher Education***

BS Biology, Secondary Education  
MS Biology,

#### ***13.1323 Chemistry Teacher Education***

BS Chemistry, Secondary Education  
MS Chemistry, Secondary Education

#### ***13.1325 French Language Teacher Education***

BS Romance Languages and Literatures, French Secondary  
Education

#### ***13.1328 History Teacher Education***

BS History, Secondary Education  
MS History Education

#### ***13.1329 Physics Teacher Education***

BS Physics, Secondary Education

#### ***13.1330 Spanish Language Teacher Education***

BS Romance Languages and Literatures, Spanish Secondary  
Education

### ***Engineering***

#### ***14.0301 Agricultural Engineering***

BS Agricultural and Biosystems Engineering

#### ***14.0401 Architectural Engineering***

BS Architectural Engineering

# Academic Program Inventory

## North Carolina A&T State University

109 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>14.0701 Chemical Engineering</b>	MS Biology
BS Chemical Engineering	<b>Mathematics</b>
MS Chemical Engineering	<b>27.0101 Mathematics</b>
<b>14.0801 Civil Engineering, General</b>	BS Mathematics
BS Civil Engineering	<b>27.0301 Applied Mathematics, General</b>
MS Civil Engineering	BS Applied Mathematics
<b>14.1001 Electrical, Electronics and Communication Engineering</b>	MS Applied Mathematics
BS Electrical Engineering	<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>
PHD Electrical Engineering	<b>31.0301 Parks, Recreation and Leisure Facilities Management</b>
MS Electrical Engineering	BS Recreation Administration
<b>14.1201 Engineering Physics</b>	<b>31.0501 Health and Physical Education, General</b>
BS Engineering Physics	BS Health and Physical Education
<b>14.1701 Industrial/Manufacturing Engineering</b>	<b>Physical Sciences</b>
BS Industrial Engineering	<b>40.0501 Chemistry, General</b>
PHD Industrial Engineering	BS Chemistry
MS Industrial Engineering	MS Chemistry
<b>14.1901 Mechanical Engineering</b>	<b>40.0801 Physics, General</b>
BS Mechanical Engineering	BS Physics
PHD Mechanical Engineering	MS Physics
MS Mechanical Engineering	<b>Psychology</b>
<b>Engineering-Related Technologies</b>	<b>42.0101 Psychology, General</b>
<b>15.0303 Electrical, Electronic and Communications Engin. Tech./Technician</b>	BA Psychology
BS Electronics Technology	<b>Public Administration and Services</b>
<b>15.0603 Industrial/Manufacturing Tech./Technician</b>	<b>44.0701 Social Work</b>
BS Manufacturing Systems	BSW Social Work
MSIT Industrial Technology	MSW Social Work (Jt. with UNC-G)
<b>15.9999 Engineering-Related Technol./Technicians, Other</b>	<b>Social Sciences and History</b>
BS Construction Management	<b>45.0601 Economics, General</b>
<b>Foreign Languages and Literatures</b>	BS Economics
<b>16.0999 Romance Languages and Literatures, Other</b>	<b>45.0801 History, General</b>
BA Romance Languages and Literatures, Spanish	BA History
BA Romance Languages and Literatures, French	<b>45.1001 Political Science, General</b>
<b>Home Economics</b>	BA Political Science
<b>19.0101 Home Economics, General</b>	<b>45.1101 Sociology</b>
BS Family and Consumer Science	BA Sociology
<b>19.0502 Foods and Nutrition Science</b>	<b>Visual and Performing Arts</b>
BS Food and Nutritional Sciences	<b>50.0402 Graphic Design, Commercial Art and Illustration</b>
MS Food and Nutritional Sciences	BS Graphic Communication Systems
<b>19.0706 Child Growth, Care and Development Studies</b>	<b>50.0501 Drama/Theater Arts, General</b>
BS Child Development	BFA Professional Theatre
<b>English Language and Literatures/Letters</b>	<b>50.0701 Art, General</b>
<b>23.0101 English Language and Literature, General</b>	BA Visual Arts, Design
BA English	<b>50.0901 Music, General</b>
<b>23.1001 Speech and Rhetorical Studies</b>	BA Music
BA Speech	<b>Health Professions and Related Sciences</b>
<b>23.9999 English Language and Literature/Letters, Other</b>	<b>51.1601 Nursing (R.N. Training)</b>
MA English and African American Literature	BSN Nursing
<b>Biological Sciences/Life Sciences</b>	<b>51.2206 Occupational Health and Industrial Hygiene</b>
<b>26.0101 Biology, General</b>	BS Occupational Safety and Health
BS Biology	<b>Business Management &amp; Administrative Services</b>

Academic Program Inventory  
North Carolina A&T State University

109 programs  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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**52.0201 Business Administration and Management, General**

- BS Management
- BS Business Administration
- MS Management

**52.0203 Logistics and Materials Management**

- BS Transportation

**52.0301 Accounting**

- BS Accounting

**52.0801 Finance, General**

- BS Finance

**52.1401 Business Marketing and Marketing Management**

- BS Marketing

# Academic Program Inventory

## North Carolina Central University

85 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>Conservation &amp; Renewable Natural Resources</b>	<b>13.1312 Music Teacher Education</b>
<b>03.0102 Environmental Science/Studies</b>	BA Music Education
BS Environmental Sciences	<b>13.1314 Physical Education Teaching and Coaching</b>
<b>Computer and Information Sciences</b>	BS Physical Education
<b>11.0401 Information Sciences and Systems</b>	MS Physical Education (K-12)
MIS Information Sciences	<b>13.1322 Biology Teacher Education</b>
<b>11.0701 Computer Science</b>	BS Biology, Secondary Education
BS Computer Sciences	MS Biology, Secondary Education
<b>Education</b>	<b>13.1323 Chemistry Teacher Education</b>
<b>13.0301 Curriculum and Instruction</b>	BS Chemistry, Secondary Education
MED Curriculum and Instruction (Elementary and Middle Grades)	MS Chemistry, Secondary Education
<b>13.0501 Educational/Instructional Media Design</b>	<b>13.1324 Drama and Dance Teacher Education</b>
MA Educational Technology	BA Theatre Arts Education, K-12
<b>13.1005 Education of the Emotionally Handicapped</b>	<b>13.1325 French Language Teacher Education</b>
MED Special Education, Emotionally Handicapped	BA French, Secondary Education
<b>13.1006 Education of the Mentally Handicapped</b>	<b>13.1328 History Teacher Education</b>
MED Special Education, Mentally Handicapped	BA History, Secondary Education
<b>13.1009 Education of the Blind and Visually Handicapped</b>	MA History, Secondary Education
MED Special Education, Blind and Visually Handicapped	<b>13.1329 Physics Teacher Education</b>
<b>13.1011 Education of the Specific Learning Disabled</b>	BS Physics, Secondary Education
MED Special Education, Learning Disabilities	<b>13.1330 Spanish Language Teacher Education</b>
<b>13.1101 Counselor Education Counseling and Guidance Services</b>	BA Spanish, Secondary Education
MA School Counseling	<b>Foreign Languages and Literatures</b>
<b>13.1102 College/Postsecondary Student Counseling and Personnel Services</b>	<b>16.0901 French Language and Literature</b>
MA Career Counseling and Placement	BA French
MA Agency Counseling	<b>16.0905 Spanish Language and Literature</b>
<b>13.1202 Elementary Teacher Education</b>	BA Spanish
BA Elementary Education (K-6)	<b>Home Economics</b>
MED Elementary Education (K-6)	<b>19.0101 Home Economics, General</b>
<b>13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.</b>	BS Family and Consumer Sciences
BA Middle Grades Education (6-9)	MS Family and Consumer Sciences
MED Middle Grades (6-9)	<b>Law and Legal Studies</b>
<b>13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education</b>	<b>22.0101 Law (LL.B., J.D.)</b>
BS Early Childhood Ed B-K Licensure	JD Law
<b>13.1299 Master of Arts in Teaching</b>	LLB Law
MAT Master of Arts in Teaching in Special Education	<b>English Language and Literatures/Letters</b>
<b>13.1302 Art Teacher Education</b>	<b>23.0101 English Language and Literature, General</b>
BA Art Education	BA English
<b>13.1305 English Teacher Education</b>	MA English
BA English, Secondary Education	<b>Library Science</b>
MA English, Secondary Education	<b>25.0101 Library Science/Librarianship</b>
<b>13.1307 Health Teacher Education</b>	MLS Library Science
BS Health Education	<b>Biological Sciences/Life Sciences</b>
<b>13.1308 Home Economics Teacher Education (Vocational)</b>	<b>26.0101 Biology, General</b>
BS Family and Consumer Sciences Education	BS Biology
MS Family and Consumer Sciences Education	MS Biology
<b>13.1311 Mathematics Teacher Education</b>	<b>Mathematics</b>
BS Mathematics, Secondary Education	<b>27.0101 Mathematics</b>
MS Mathematics, Secondary Education	BS Mathematics
	MS Mathematics



**Academic Program Inventory**  
**North Carolina Central University**

**85 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>	<b>50.0901 Music, General</b>
<b>31.0301 Parks, Recreation and Leisure Facilities Management</b>	BA Music
BS Recreation Administration	<b>50.0903 Music - General Performance</b>
MS Recreation Administration	BM Jazz
<b>31.0501 Health and Physical Education, General</b>	<b>Health Professions and Related Sciences</b>
BS Physical Education, General	<b>51.0201 Communication Disorders, General</b>
MS Physical Education	MED Communication Disorders
<b>31.0502 Adapted Physical Education/Therapeutic Recreation</b>	<b>51.1601 Nursing (R.N. Training)</b>
MS Adapted Physical Education	BSN Nursing
<b>31.0503 Athletic Training and Sports Medicine</b>	<b>51.2207 Public Health Education and Promotion</b>
BS Athletic Training	BS Community Health Education
<b>Physical Sciences</b>	<b>Business Management &amp; Administrative Services</b>
<b>40.0501 Chemistry, General</b>	<b>52.0201 Business Administration and Management, General</b>
BS Chemistry	BBA Business Administration
MS Chemistry	MBA Business Administration
<b>40.0703 Earth and Planetary Sciences</b>	<b>52.0301 Accounting</b>
MS Earth Sciences	BBA Accounting
<b>40.0801 Physics, General</b>	<b>52.0901 Hospitality/Administration Management</b>
BS Physics	BS Hospitality and Tourism Administration
<b>Psychology</b>	
<b>42.0101 Psychology, General</b>	
BA Psychology	
MA Psychology	
<b>Protective Services</b>	
<b>43.0103 Criminal Justice/Law Enforcement Administration</b>	
MS Law Enforcement and Corrections	
<b>43.0104 Criminal Justice Studies</b>	
BS Criminal Justice	
<b>Public Administration and Services</b>	
<b>44.0401 Public Administration</b>	
MPA Public Administration	
<b>44.0701 Social Work</b>	
BSW Social Work	
<b>Social Sciences and History</b>	
<b>45.0701 Geography</b>	
BS Geography	
<b>45.0801 History, General</b>	
BA History	
MA History	
<b>45.1001 Political Science, General</b>	
BA Political Science	
<b>45.1101 Sociology</b>	
BA Sociology	
MA Sociology	
<b>Visual and Performing Arts</b>	
<b>50.0501 Drama/Theater Arts, General</b>	
BA Theatre	
<b>50.0701 Art, General</b>	
BA Art	

Academic Program Inventory  
North Carolina School of the Arts

10 programs  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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***Visual and Performing Arts***

***50.0101 Visual and Performing Arts***

4D Four-year College Diploma in Fine Arts

***50.0301 Dance***

BFA Dance

***50.0501 Drama/Theater Arts, General***

BFA Drama

***50.0502 Technical Theater/Theater Design and Stagecraft***

BFA Design and Production

MFA Design and Production

***50.0602 Film-Video Making/Cinematography and Production***

BFA Filmmaking

***50.0903 Music - General Performance***

C Professional Artist Certificate (Post-Master's)

C Fletcher Opera Professional Artist Certificate (Post-Master's)

BM Music

MM Music

# Academic Program Inventory

## North Carolina State University

344 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

### ***Agricultural Business and Production***

#### ***01.0101 Agricultural Business and Management, General***

AAS Agribusiness Management

#### ***01.0102 Agricultural Business/Agribusiness Operations***

BS Agricultural Business Management

#### ***01.0103 Agricultural Economics***

M Agricultural and Resource Economics

MS Agricultural and Resource Economics

#### ***01.0302 Agricultural Animal Husbandry and Production Management***

AAS Livestock Management and Technology

#### ***01.0304 Crop Production Operations and Management***

AAS Field Crops Technology

#### ***01.0401 Agricultural and Food Products Processing Operations and Mgmt.***

AAS Food Processing and Distribution

#### ***01.0605 Landscaping Operations and Management***

AAS Ornamentals and Landscape Technology

#### ***01.0607 Turf Management***

AAS Turfgrass Management

### ***Agricultural Sciences***

#### ***02.0101 Agriculture/Agricultural Sciences, General***

AAS General Agriculture

#### ***02.0102 Agricultural Extension***

BS Agricultural Extension

M Agricultural Extension

MS Agricultural Extension

#### ***02.0201 Animal Sciences, General***

BS Animal Science

PHD Animal Science

M Animal Science

MS Animal Science

#### ***02.0209 Poultry Science***

BS Poultry Science

M Poultry Science

MS Poultry Science

#### ***02.0301 Food Sciences and Technology***

BS Food Science

PHD Food Science

M Food Science

MS Food Science

#### ***02.0402 Agronomy and Crop Science***

BS Agronomy

PHD Crop Science

M Crop Science

MS Crop Science

#### ***02.0403 Horticulture Science***

BS Horticultural Science

PHD Horticultural Science

M Horticultural Science

MS Horticultural Science

#### ***02.0408 Plant Protection (Pest Management)***

AAS Agricultural Pest Control

#### ***02.0501 Soil Sciences***

PHD Soil Science

M Soil Science

MS Soil Science

### ***Conservation & Renewable Natural Resources***

#### ***03.0101 Natural Resources Conservation, General***

BS Fisheries and Wildlife Sciences

M Fisheries and Wildlife Sciences

MS Fisheries and Wildlife Sciences

#### ***03.0102 Environmental Science/Studies***

BS Environmental Sciences

#### ***03.0201 Natural Resources Management and Policy***

BS Natural Resources

M Natural Resources

MS Natural Resources

#### ***03.0501 Forestry, General***

PHD Forestry

M Forestry

MS Forestry

#### ***03.0506 Forest Management***

BS Forest Management

#### ***03.0509 Wood Science and Pulp/Paper Technology***

BS Wood Products

BS Pulp and Paper Science and Technology

PHD Wood and Paper Science

M Wood and Paper Science

MS Wood and Paper Science

### ***Architecture and Related Programs***

#### ***04.0201 Architecture***

BARC Architecture (5-Year)

BEDA Environmental Design in Architecture

MARC Architecture

#### ***04.0401 Architectural Environmental Design***

PHD Design

#### ***04.0601 Landscape Architecture***

BLA Landscape Architecture

MLA Landscape Architecture

### ***Communications***

#### ***09.0101 Communications, General***

BA Communication

#### ***09.0501 Public Relations and Organizational Communications***

MS Communication

### ***Computer and Information Sciences***

#### ***11.0501 Computer Systems Analysis***

MS Computer Networking

#### ***11.0701 Computer Science***

BS Computer Science

PHD Computer Science

M Computer Science

MS Computer Science

### ***Education***

# Academic Program Inventory

## North Carolina State University

**344 programs**

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>13.0101 Education, General</b>	<b>13.1202 Elementary Teacher Education</b>
BS Education, General Studies	MED Curriculum and Instruction, Elementary Education
<b>13.0301 Curriculum and Instruction</b>	MS Curriculum and Instruction, Elementary Education
PHD Curriculum and Instruction	<b>13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.</b>
MED Curriculum and Instruction	BS Middle Grades Education
MS Curriculum and Instruction	MED Middle Grades Education
<b>13.0401 Education Administration and Supervision, General</b>	MS Middle Grades Education
EDD Educational Leadership	<b>13.1301 Agricultural Teacher Education (Vocational)</b>
MED Educational Administration and Supervision	BS Agricultural Education
MS Educational Administration and Supervision	
<b>13.0403 Adult and Continuing Education Administration</b>	
EDD Adult and Community College Education	
MED Training and Development	
MED Adult and Community College Education	
MS Training and Development	
MS Adult and Community College Education	
<b>13.0405 Elementary, Middle and Secondary Education Administration</b>	
MSA School Administration	
<b>13.0406 Higher Education Administration</b>	
EDD Higher Education Administration	
MED Higher Education Administration	
MS Higher Education Administration	
<b>13.0501 Educational/Instructional Media Design</b>	
MED Curriculum and Instruction, Instructional Technology Specialist-Computers	
MS Curriculum and Instruction, Instructional Technology Specialist-Computers	
<b>13.0601 Educational Evaluation and Research</b>	
PHD Educational Research and Policy Analysis	
<b>13.1001 Special Education, General</b>	
MED Special Education	
MS Special Education	
<b>13.1005 Education of the Emotionally Handicapped</b>	
MED Special Education, Behavior Disorders	
MS Special Education, Behavior Disorders	
<b>13.1006 Education of the Mentally Handicapped</b>	
MED Special Education, Mental Retardation	
MS Special Education, Mental Retardation	
<b>13.1011 Education of the Specific Learning Disabled</b>	
MED Special Education, Learning Disabilities	
MS Special Education, Learning Disabilities	
<b>13.1101 Counselor Education Counseling and Guidance Services</b>	
PHD Counselor Education	
MED Counselor Education	
MS Counselor Education	
<b>13.1102 College/Postsecondary Student Counseling and Personnel Services</b>	
MED Counselor Education, Student Personnel in Higher Education	
MED Agency Counseling	
MS Counselor Education, Student Personnel in Higher Education	
MS Agency Counseling	

# Academic Program Inventory

## North Carolina State University

**344 programs**

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
MED Health Occupations Education	BS Industrial Engineering
MS Health Occupations Education	PHD Industrial Engineering
<b>13.1328 History Teacher Education</b>	M Integrated Manufacturing Systems Engineering
MA History, Teacher Education	M Industrial Engineering
<b>13.1330 Spanish Language Teacher Education</b>	MS Industrial Engineering
BA Spanish Language and Literature, Teacher Education	<b>14.1801 Material Engineering</b>
<b>Engineering</b>	PB Materials Science and Engineering
<b>14.0101 Engineering, General</b>	BS Materials Science and Engineering
BS Engineering	PHD Materials Science and Engineering
M Engineering	M Materials Science and Engineering
<b>14.0201 Aerospace, Aeronautical and Astronautical Engineering</b>	MS Materials Science and Engineering
PB Prof Aerospace Engineering	<b>14.1901 Mechanical Engineering</b>
BS Aerospace Engineering	PB Prof Mechanical Engineering
PHD Aerospace Engineering	BS Mechanical Engineering
MS Aerospace Engineering	PHD Mechanical Engineering
<b>14.0301 Agricultural Engineering</b>	M Mechanical Engineering
BS Biological Engineering	MS Mechanical Engineering
PHD Biological and Agricultural Engineering	<b>14.2301 Nuclear Engineering</b>
M Biological and Agricultural Engineering	PB Prof Nuclear Engineering
MS Biological and Agricultural Engineering	BS Nuclear Engineering
<b>14.0501 Bioengineering and Biomedical Engineering</b>	PHD Nuclear Engineering
BS Biomedical Engineering	M Nuclear Engineering
<b>14.0701 Chemical Engineering</b>	MS Nuclear Engineering
PB Prof Chemical Engineering	<b>14.2801 Textile Sciences and Engineering</b>
BS Chemical Engineering	BS Textile Technology
PHD Chemical Engineering	BS Textile Materials Science
M Chemical Engineering	BS Textile Engineering
MS Chemical Engineering	BS Textile Chemistry
<b>14.0801 Civil Engineering, General</b>	BS Textile and Apparel Management
PB Prof Civil Engineering	PHD Textile Technology and Management
BS Civil Engineering	PHD Fiber and Polymer Science
PHD Civil Engineering	M Textiles
M Civil Engineering	MS Textiles
MS Civil Engineering	MS Textile Engineering
<b>14.0899 Civil Engineering, Other</b>	MS Textile Chemistry
BS Construction Engineering and Management	<b>14.9999 Engineering, Other</b>
<b>14.0901 Computer Engineering</b>	BS Agricultural and Environmental Technology
BS Computer Engineering	<b>Foreign Languages and Literatures</b>
PHD Computer Engineering	<b>16.0901 French Language and Literature</b>
MS Computer Engineering	BA French Language and Literature
<b>14.1001 Electrical, Electronics and Communication Engineering</b>	<b>16.0905 Spanish Language and Literature</b>
PB Prof Electrical Engineering	BA Spanish Language and Literature
BS Electrical Engineering	<b>English Language and Literatures/Letters</b>
PHD Electrical Engineering	<b>23.0101 English Language and Literature, General</b>
M Electrical Engineering	BA English
MS Electrical Engineering	BS English
<b>14.1401 Environmental/Environmental Health Engineering</b>	MA Literature, English and American
BS Environmental Engineering	<b>23.0501 English Creative Writing</b>
<b>14.1701 Industrial/Manufacturing Engineering</b>	BA Creative Writing
PB Prof Industrial Engineering	BS Creative Writing
BS Industrial Engineering, Furniture Manufacturing	<b>23.1101 English Technical and Business Writing</b>
	MS Technical Communication

Academic Program Inventory  
North Carolina State University

344 programs  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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**Liberal Arts & Sciences, General Studies & Humanities**

**24.0101 Liberal Arts and Sciences/Liberal Studies**

BA Multidisciplinary Studies  
BS Multidisciplinary Studies  
MA Liberal Studies

**Biological Sciences/Life Sciences**

**26.0101 Biology, General**

BS Biological Sciences

**26.0202 Biochemistry**

BS Biochemistry  
PHD Biochemistry  
M Biochemistry  
MS Biochemistry

**26.0301 Botany, General**

BS Botany  
PHD Botany  
M Botany  
MS Botany

**26.0305 Plant Pathology**

PHD Plant Pathology  
M Plant Pathology  
MS Plant Pathology

**26.0501 Microbiology/Bacteriology**

BS Microbiology  
PHD Microbiology  
M Microbiology  
MS Microbiology

**26.0609 Nutritional Sciences**

PHD Nutrition  
M Nutrition  
MS Nutrition

**26.0612 Toxicology**

PHD Toxicology  
M Toxicology  
MS Toxicology

**26.0613 Genetics, Plant and Animal**

PHD Genetics  
M Genetics  
MS Genetics

**26.0614 Biometrics**

PHD Biomathematics  
M Biomathematics  
MS Biomathematics

**26.0618 Biological Immunology**

PHD Immunology  
M Immunology

MS ImmunologyMS Tox43c3398 Tm6.06 .Si53c[MS]1868.2(Tox43.02 w.96 0 0866.7[Immu.[MS]1868.2(Tox43.02 w)T5.015 TJTMS)95593 6ox43.02 w)T743.02484JTMS743i61D(Humanities)T7.98 0 0g01 Tw.renHG02mmunologyMS ToTJTMS t96 43.T0.0015 Tc[MS]1866.7(Immunology)TJ/TT8 1MSMyS/t50 uTA m0.i2 ihep55

**Academic Program Inventory**  
**North Carolina State University**

**344 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>40.0501 Chemistry, General</b> BA Chemistry BS Chemistry PHD Chemistry M Chemistry MS Chemistry	<b>45.0805 Public/Applied History and Archival Administration</b> MA Public History
<b>40.0601 Geology</b> BA Geology BS Geology	<b>45.0901 International Relations and Affairs</b> M International Studies
<b>40.0702 Oceanography</b> BS Marine Science	<b>45.1001 Political Science, General</b> BA Political Science BS Political Science
<b>40.0801 Physics, General</b> BA Physics BS Physics PHD Physics MS Physics	<b>45.1101 Sociology</b> BA Sociology BS Applied Sociology PHD Sociology M Sociology MS Sociology
<b>40.9999 Physical Sciences, Other</b> PHD Marine, Earth and Atmospheric Sciences MS Marine, Earth and Atmospheric Sciences	<b>Visual and Performing Arts</b>
<b>Psychology</b>	<b>50.0401 Design and Visual Communications</b> B Art and Design
<b>42.0101 Psychology, General</b> BA Psychology PHD Psychology MS Psychology	<b>50.0402 Graphic Design, Commercial Art and Illustration</b> B Graphic Design M Graphic Design
<b>42.1701 School Psychology</b> PHD School Psychology MS School Psychology	<b>50.0404 Industrial Design</b> B Industrial Design M Industrial Design
<b>Public Administration and Services</b>	<b>50.0704 Arts Management</b> BA Arts Applications
<b>44.0401 Public Administration</b> PHD Public Administration MPA Public Administration	<b>Health Professions and Related Sciences</b>
<b>44.0701 Social Work</b> BSW Social Work	<b>51.1005 Medical Technology</b> BS Medical Technology
<b>Social Sciences and History</b>	<b>51.2401 Veterinary Medicine (D.V.M.)</b> DVM Veterinary Medicine
<b>45.0201 Anthropology</b> BA Anthropology	<b>51.2501 Veterinary Clinical Sciences (M.S., Ph.D.)</b> PHD Comparative Biomedical Sciences M Specialized Veterinary Medicine MS Comparative Biomedical Sciences
<b>45.0401 Criminology</b> BA Criminology BS Criminology	<b>Business Management &amp; Administrative Services</b>
<b>45.0601 Economics, General</b> BA Economics BS Economics PHD Economics M Economics MA Economics	<b>52.0201 Business Administration and Management, General</b> BS Business Management MS Management
<b>45.0701 Geography</b> C Geographical Information Systems	<b>52.0301 Accounting</b> BS Accounting M Accounting
<b>45.0801 History, General</b> BA History BS History MA History	

**Academic Program Inventory**  
**University of North Carolina at Asheville**

**47 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

**Conservation & Renewable Natural Resources**

**03.0102 Environmental Science/Studies**

BS Environmental Science/Studies

**Communications**

**09.0499 Journalism and Mass Communication, Other**

BA Journalism and Mass Communication

**Computer and Information Sciences**

**11.0701 Computer Science**

BS Computer Science

**Foreign Languages and Literatures**

**16.0501 German Language and Literature**

BA German with Teacher Licensure

BA German

**16.0901 French Language and Literature**

BA French with Teacher Licensure

BA French

**16.0905 Spanish Language and Literature**

BA Spanish with Teacher Licensure

BA Spanish

**16.1201 Classics and Classical Languages and Literatures**

BA Classics with Teacher Licensure

BA Classics

**English Language and Literatures/Letters**

**23.0101 English Language and Literature, General**

BA English with Teacher Licensure

BA English

**Liberal Arts & Sciences, General Studies & Humanities**

**24.0101 Liberal Arts and Sciences/Liberal Studies**

BA Multimedia Arts and Sciences

BA Interdisciplinary Studies

MA Liberal Studies

**Biological Sciences/Life Sciences**

**26.0101 Biology, General**

BA Biology with Teacher Licensure

BA Biology

**Mathematics**

**27.0101 Mathematics**

BA Mathematics with Teacher Licensure

BA Mathematics

**Philosophy and Religion**

**38.0101 Philosophy**

BA Philosophy

**Physical Sciences**

**40.0401 Atmospheric Sciences and Meteorology**

BS Atmospheric Science and Meteorology

**40.0501 Chemistry, General**

BA Chemistry with Teacher Licensure

BA Chemistry

BS Chemistry with Teacher Licensure

BS Chemistry

**40.0801 Physics, General**

BS Physics with Teacher Licensure

BS Physics

**Psychology**

**42.0101 Psychology, General**

BA Psychology

**Social Sciences and History**

**45.0601 Economics, General**

BA Economics with Teacher Licensure in Social Studies

BA Economics

**45.0801 History, General**

BA History with Teacher Licensure in Social Studies

BA History

**45.1001 Political Science, General**

BA Political Science with Teacher Licensure in Social Studies

BA Political Science

**45.1101 Sociology**

BA Sociology with Teacher Licensure in Social Studies

BA Sociology

**Visual and Performing Arts**

**50.0501 Drama/Theater Arts, General**

BA Drama with Teacher Licensure

BA Drama

**50.0701 Art, General**

BA Art with Teacher Licensure

BA Art

**50.0702 Fine/Studio Arts**

BFA Art

**50.0901 Music, General**

BA Music

**50.0999 Music, Other**

BS Music Technology

**Business Management & Administrative Services**

**52.0201 Business Administration and Management, General**

BS Management

**52.0205 Operations Management and Supervision**

BS Industrial and Engineering Management

**52.0301 Accounting**

BS Accounting



# Academic Program Inventory

## University of North Carolina at Chapel Hill

**265 programs**

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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### **Conservation & Renewable Natural Resources**

#### **03.0102 Environmental Science/Studies**

AB	Environmental Sciences
BS	Environmental Sciences
PHD	Environmental Sciences and Engineering
MPH	Environmental Sciences and Engineering
MS	Environmental Sciences and Engineering
MSEE	Environmental Sciences and Engineering
MSPH	Environmental Sciences and Engineering

### **Architecture and Related Programs**

#### **04.0301 City/Urban, Community and Regional Planning**

PHD	City and Regional Planning
MRP	City and Regional Planning

### **Area, Ethnic and Cultural Studies**

#### **05.0102 American Studies/Civilization**

AB	American Studies
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#### **05.0103 Asian Studies**

AB	Asian Studies
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#### **05.0107 Latin American Studies**

AB	Latin American Studies
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#### **05.0110 Russian and Slavic Area Studies**

AB	Russian & East European Studies
MA	Russian & East European Studies

#### **05.0201 Afro-American (Black) Studies**

AB	African and Afro-American Studies
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#### **05.0207 Women's Studies**

AB	Women's Studies
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#### **05.9999 Area, Ethnic and Cultural Studies, Other**

AB	International Studies
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### **Communications**

#### **09.0101 Communications, General**

AB	Communication Studies
PHD	Communication Studies
MA	Communication Studies

#### **09.0403 Mass Communications**

AB	Journalism and Mass Communication
PHD	Mass Communication
MA	Mass Communication

### **Computer and Information Sciences**

#### **11.0401 Information Sciences and Systems**

MSIS	Information Science
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#### **11.0701 Computer Science**

PHD	Computer Science
BS	Computer Science
MS	Computer Science

### **Education**

#### **13.0101 Education, General**

PHD	Education
MA	Education
MED	Master's for Experienced Teachers

#### **13.0301 Curriculum and Instruction**

EDD	Curriculum and Instruction
MED	Curriculum and Instruction

#### **13.0401 Education Administration and Supervision, General**

EDD	Educational Leadership
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#### **13.0405 Elementary, Middle and Secondary Education Administration**

MSA	School Administration
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#### **13.0802 Educational Psychology**

MA	Educational Psychology
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#### **13.1011 Education of the Specific Learning Disabled**

MED	Special Education, Learning Disabilities
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#### **13.1101 Counselor Education Counseling and Guidance Services**

MED	Guidance and Counseling
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#### **13.1202 Elementary Teacher Education**

ABED	Elementary Education
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#### **13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.**

ABED	Middle Grades Education
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#### **13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education**

AB	Child Development and Family Studies
MED	Early Intervention (B-K Licensure)

#### **13.1299 General Teacher Education, Other**

MAT	Master of Arts in Teaching
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### **Engineering**

#### **14.3101 Materials Science**

PHD	Materials Science
MS	Materials Science

### **Foreign Languages and Literatures**

#### **16.0102 Linguistics**

AB	Linguistics
PHD	Linguistics
MA	Linguistics

#### **16.0499 East European Languages and Literatures, Other**

AB	Slavic Languages
PHD	Slavic Languages
MA	Slavic Languages

#### **16.0501 German Language and Literature**

AB	German
PHD	Germanic Languages
MA	Germanic Languages

#### **16.0999 Romance Languages and Literatures, Other**

AB	Romance Languages, Spanish
AB	Romance Languages, Portuguese
AB	Romance Languages, Italian
AB	Romance Languages, French
PHD	Romance Languages and Literatures, Spanish-American Language and Literature
PHD	Romance Languages and Literatures, Spanish Language and Literature
PHD	Romance Languages and Literatures, Romance Philology
PHD	Romance Languages and Literatures, Portuguese (Luso-Brazilian) Language and Literature

# Academic Program Inventory

## University of North Carolina at Chapel Hill

**265 programs**

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title		Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	
PHD	Romance Languages and Literatures, Italian Language and Literature	DRPH	Nutrition
PHD	Romance Languages and Literatures, French Language and Literature	MPH	Nutrition
PHD	Romance Languages and Literatures	MS	Nutrition
MA	Romance Languages and Literatures, Spanish-American Literature	<b>26.0613</b>	<b>Genetics, Plant and Animal</b>
MA	Romance Languages and Literatures, Spanish Literature	PHD	Genetics and Molecular Biology
MA	Romance Languages and Literatures, Portuguese (Luso-Brazilian) Literature	MS	Genetics and Molecular Biology
MA	Romance Languages and Literatures, Italian Literature	<b>26.0614</b>	<b>Biometrics</b>
MA	Romance Languages and Literatures, French Literature	PHD	Biomedical Engineering and Mathematics
<b>16.1201</b>	<b>Classics and Classical Languages and Literatures</b>	MS	Biomedical Engineering and Mathematics
AB	Classics	<b>26.0704</b>	<b>Pathology, Human and Animal</b>
PHD	Classics	PHD	Pathology
MA	Classics	MS	Pathology
<b>Home Economics</b>		<b>26.0705</b>	<b>Pharmacology, Human and Animal</b>
<b>19.0501</b>	<b>Foods and Nutrition Studies, General</b>	PHD	Pharmacology
BSPH	Nutrition	MS	Pharmacology
<b>Law and Legal Studies</b>		<b>26.0706</b>	<b>Physiology, Human and Animal</b>
<b>22.0101</b>	<b>Law (LL.B., J.D.)</b>	PHD	Physiology
JD	Law	MS	Physiology
<b>English Language and Literatures/Letters</b>		<b>Mathematics</b>	
<b>23.0101</b>	<b>English Language and Literature, General</b>	<b>27.0101</b>	<b>Mathematics</b>
AB	English	AB	Mathematics
PHD	English	BS	Mathematics
MA	English	PHD	Mathematics
<b>23.0301</b>	<b>Comparative Literature</b>	MA	Mathematics
AB	Comparative Literature	MS	Mathematics
PHD	Comparative Literature	<b>27.0301</b>	<b>Applied Mathematics, General</b>
MA	Comparative Literature	BS	Mathematical Sciences
<b>Liberal Arts &amp; Sciences, General Studies &amp; Humanities</b>		<b>27.0302</b>	<b>Operations Research</b>
<b>24.0101</b>	<b>Liberal Arts and Sciences/Liberal Studies</b>	PHD	Operations Research
AB	Interdisciplinary Studies	MS	Operations Research
<b>Library Science</b>		<b>27.0501</b>	<b>Mathematical Statistics</b>
<b>25.0101</b>	<b>Library Science/Librarianship</b>	PHD	Statistics
PHD	Information and Library Science	MS	Statistics
C	Post-Master's Certificate in Information and Library Science	<b>Multi/Interdisciplinary Studies</b>	
MSLS	Library Science	<b>30.0501</b>	<b>Peace and Conflict Studies</b>
<b>Biological Sciences/Life Sciences</b>		AB	Peace, War and Defense
<b>26.0101</b>	<b>Biology, General</b>	<b>30.9999</b>	<b>Multi/Interdisciplinary Studies, Other</b>
AB	Biology	MA	Folklore
BS	Biology	<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>	
PHD	Biology	<b>31.0301</b>	<b>Parks, Recreation and Leisure Facilities Management</b>
MA	Biology	AB	Recreation Administration
MS	Biology	MSRA	Recreation Administration
<b>26.0603</b>	<b>Ecology</b>	<b>31.0501</b>	<b>Health and Physical Education, General</b>
PHD	Ecology	AB	Exercise, and Sport Science
MA	Ecology	MA	Exercise and Sport Science
MS	Ecology	<b>Philosophy and Religion</b>	
<b>26.0609</b>	<b>Nutritional Sciences</b>	<b>38.0101</b>	<b>Philosophy</b>
PHD	Nutrition	AB	Philosophy
		PHD	Philosophy
		MA	Philosophy
		<b>38.0201</b>	<b>Religion/Religious Studies</b>
		AB	Religious Studies

**Academic Program Inventory**  
**University of North Carolina at Chapel Hill**

**265 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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PHD Religious Studies  
MA Religious Studies

**Physical Sciences**

**40.0501 Chemistry, General**

AB Chemistry  
BS Chemistry  
PHD Chemistry  
MA Chemistry  
MS Chemistry

**40.0601 Geology**

AB Geological Sciences  
BS Geological Sciences  
PHD Geological Sciences  
MA Geological Sciences  
MS Geological Sciences

**40.0702 Oceanography**

PHD Marine Sciences  
MS Marine Sciences

**40.0801 Physics, General**

AB Physics  
BS Physics  
PHD Physics  
MS Physics

**40.9999 Physical Sciences, Other**

BS Applied Science

**Psychology**

**42.0101 Psychology, General**

AB Psychology  
BS Psychology  
PHD Psychology  
MA Psychology

**42.1701 School Psychology**

PHD School Psychology  
MA School Psychology  
MED School Psychology

**Public Administration and Services**

**44.0401 Public Administration**

MPA Public Administration

**44.0501 Public Policy Analysis**

AB Public Policy Analysis  
PHD Public Policy

**44.0701 Social Work**

PHD Social Work  
MSW Social Work

**Social Sciences and History**

**45.0201 Anthropology**

AB Anthropology  
PHD Anthropology  
MA Anthropology

**45.0601 Economics, General**

AB Economics  
PHD Economics

MS Economics

**45.0701 Geography**

AB Geography  
PHD Geography  
MA Geography

**45.0801 History, General**

AB History  
PHD History  
MA History

**45.1001 Political Science, General**

AB Political Science  
PHD Political Science  
MA Political Science

**45.1101 Sociology**

AB Sociology  
PHD Sociology  
MA Sociology

**Visual and Performing Arts**

**50.0501 Drama/Theater Arts, General**

AB Dramatic Art  
MFA Dramatic Art

**50.0702 Fine/Studio Arts**

AB Studio Art  
BFA Studio Art  
MFA Studio Art

**50.0703 Art History, Criticism and Conservation**

AB Art History  
PHD Art History  
MA Art History

**50.0901 Music, General**

AB Music

**50.0902 Music History and Literature**

PHD Music  
MA Music

**50.0903 Music - General Performance**

BM Music (Performing, Composition)

**Health Professions and Related Sciences**

**51.0202 Audiology/Hearing Sciences**

AUD Audiology  
MS Speech and Hearing Sciences, Audiology

**51.0203 Speech-Language Pathology**

MS Speech and Hearing Sciences, Speech and Language Pathology

**51.0204 Speech-Language Pathology and Audiology**

PHD Speech and Hearing Sciences  
MS Speech and Hearing Sciences

**51.0401 Dentistry (D.D.S., D.M.D.)**

DDS Dentistry

**51.0501 Dental Clinical Sciences/Graduate Dentistry (M.S., Ph.D.)**

PHD Oral Biology  
MS Prosthodontics  
MS Periodontology

# Academic Program Inventory

## University of North Carolina at Chapel Hill

265 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
MS Pediatric Dentistry	<b>51.2001 Pharmacy (B. Pharm., Pharm.D.)</b>
MS Orthodontics	PHAR Pharmacy
MS Oral Maxillofacial Radiology	<b>51.2003 Medical Pharmacology and Pharmaceutical Sciences</b>
MS Oral Biology	PHD Pharmaceutical Sciences
MS Oral and Maxillofacial Surgery	MS Pharmaceutical Sciences
MS Operative Dentistry	<b>51.2201 Public Health, General</b>
MS Endodontics	MPH Public Health Practice and Leadership
MS Dental Hygiene Education	<b>51.2202 Environmental Health</b>
<b>51.0601 Dental Assistant</b>	BSPH Environmental Science and Policy
1C Dental Assisting	<b>51.2203 Epidemiology</b>
<b>51.0602 Dental Hygienist</b>	PHD Epidemiology
1C Dental Hygiene	DRPH Epidemiology
BS Dental Hygiene	MPH Epidemiology
<b>51.0701 Health System/Health Services Administration</b>	MSPH Epidemiology
BSPH Health Administration	<b>51.2204 Health and Medical Biostatistics</b>
PHD Health Administration	BSPH Biostatistics
DRPH Health Administration	PHD Biostatistics
MPH Health Administration	DRPH Biostatistics
MHA Health Administration	MPH Biostatistics
MSPH Health Administration	MS Biostatistics
<b>51.0905 Nuclear Medical Tech./Technician</b>	MSPH Biostatistics
1C Nuclear Medicine Technology	<b>51.2207 Public Health Education and Promotion</b>
<b>51.0907 Medical Radiologic Tech./Technician</b>	PHD Health Behavior and Health Education
1C Radiation Therapy	DRPH Health Behavior and Health Education
BS Radiologic Science	MPH Health Behavior and Health Education
<b>51.1002 Cytotechnologist</b>	MSPH Health Behavior and Health Education
1C Cytotechnology	<b>51.2299 Public Health, Other</b>
<b>51.1005 Medical Technology</b>	PHD Maternal and Child Health
BS Clinical Laboratory Science	DRPH Maternal and Child Health
<b>51.1201 Medicine (M.D.)</b>	MPH Maternal and Child Health
MD Medicine	MSPH Maternal and Child Health
<b>51.1302 Medical Biochemistry</b>	<b>51.2304 Movement Therapy</b>
PHD Biochemistry and Biophysics	PHD Human Movement Science
MS Biochemistry and Biophysics	MS Human Movement Science
<b>51.1305 Medical Cell Biology</b>	<b>51.2306 Occupational Therapy</b>
PHD Cell Biology and Anatomy	MS Occupational Therapy
MS Cell Biology and Developmental Biology	<b>51.2308 Physical Therapy</b>
<b>51.1308 Medical Microbiology</b>	MPT Master of Physical Therapy
PHD Microbiology and Immunology	<b>51.2310 Vocational Rehabilitation Counseling</b>
MS Microbiology and Immunology	MS Rehabilitation Psychology and Counseling
<b>51.1310 Medical Neurobiology</b>	<b>Business Management &amp; Administrative Services</b>
PHD Neurobiology	<b>51.0201 Business Administration and Management, General</b>
<b>51.1314 Medical Toxicology</b>	BSBA Business Administration
PHD Toxicology	PHD Business Administration
MS Toxicology	MBA Business Administration
<b>51.1601 Nursing (R.N. Training)</b>	<b>52.0301 Accounting</b>
BSN Nursing	M Accounting
<b>51.1608 Nursing Science (Post-R.N.)</b>	<b>52.1001 Human Resources Management</b>
PHD Nursing	AB Management and Society
<b>51.1611 Nursing, Public Health (Post-R.N.)</b>	
MS Public Health Nursing	
<b>51.1699 Nursing, Other</b>	
MSN Nursing	

# Academic Program Inventory

## University of North Carolina at Charlotte

**143 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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### Architecture and Related Programs

#### 04.0201 Architecture

BA Architecture  
BARC Architecture  
MARC Architecture

### Area, Ethnic and Cultural Studies

#### 05.0201 Afro-American (Black) Studies

BA African-American and African Studies

#### 05.9999 Area, Ethnic and Cultural Studies, Other

BA International Studies

### Communications

#### 09.0101 Communications, General

BA Communication Studies  
MA Communication Studies

### Computer and Information Sciences

#### 11.0101 Computer and Information Sciences, General

PHD Information Technology  
MS Information Technology

#### 11.0701 Computer Science

BA Computer Science  
BS Computer Science  
MS Computer Science

### Education

#### 13.0301 Curriculum and Instruction

MED Curriculum and Supervision

#### 13.0401 Education Administration and Supervision, General

EDD Educational Leadership  
CAS Educational Administration

#### 13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

#### 13.0501 Educational/Instructional Media Design

MED Instructional Systems Technology

#### 13.1001 Special Education, General

PHD Special Education  
MED Special Education, Cross-Categorical Disabilities

#### 13.1004 Education of the Gifted and Talented

MED Special Education, Academically Gifted

#### 13.1005 Education of the Emotionally Handicapped

MED Special Education, Behavioral-Emotional Handicaps

#### 13.1006 Education of the Mentally Handicapped

BA Special Education: Mental Handicaps  
MED Special Education, Mental Handicaps

#### 13.1011 Education of the Specific Learning Disabled

MED Special Education, Learning Disabilities

#### 13.1099 Special Education, Other

MED Special Education, Severe and Profound Handicaps

#### 13.1101 Counselor Education Counseling and Guidance Services

PHD Counseling

MA Counseling, School Counseling

#### 13.1102 College/Postsecondary Student Counseling and Personnel Services

MA Counseling, Community Counseling

#### 13.1202 Elementary Teacher Education

BA Elementary Education

MED Elementary Education

#### 13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BA Middle Grades Education

#### 13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BA Child and Family, (B-K) Teacher Licensure

MED Child and Family Studies: Early Education

#### 13.1206 Teacher Education, Multiple Levels

MED Middle Grades and Secondary Education

#### 13.1302 Art Teacher Education

BA Art Education

BFA Art Education

#### 13.1305 English Teacher Education

BA English, Secondary Education

MA English Education

#### 13.1311 Mathematics Teacher Education

BA Mathematics, Secondary Education

BS Mathematics, Secondary Education

MA Mathematics Education

#### 13.1312 Music Teacher Education

BM Music Education (K-12)

#### 13.1315 Reading Teacher Education

MED Reading, Language, and Literacy

#### 13.1323 Chemistry Teacher Education

BS Chemistry, Secondary Education

#### 13.1324 Drama and Dance Teacher Education

BA Theatre Education (K-12)

BA Dance Education (K-12)

#### 13.1325 French Language Teacher Education

BA French, K-12

#### 13.1326 German Language Teacher Education

BA German, K-12

#### 13.1328 History Teacher Education

BA History Education

#### 13.1330 Spanish Language Teacher Education

BA Spanish, K-12

#### 13.1401 Teaching English as a Second Language/Foreign Language

MED Teaching English as a Second Language

### Engineering

#### 14.0101 Engineering, General

ME Engineering, General (Off Campus Only)

MSE Engineering, General

#### 14.0801 Civil Engineering, General

BSCE Civil Engineering

**Academic Program Inventory**  
**University of North Carolina at Charlotte**

**143 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
MSCE Civil Engineering	MS Biology
<b>14.0901 Computer Engineering</b>	<b>Mathematics</b>
BS Computer Engineering	<b>27.0101 Mathematics</b>
<b>14.1001 Electrical, Electronics and Communication Engineering</b>	BA Mathematics
BSEE Electrical Engineering	BS Mathematics
PHD Electrical Engineering	MS Mathematics
MSEE Electrical Engineering	<b>27.0301 Applied Mathematics, General</b>
<b>14.1901 Mechanical Engineering</b>	PHD Applied Mathematics
BSME Mechanical Engineering	<b>Multi/Interdisciplinary Studies</b>
PHD Mechanical Engineering	<b>30.1101 Gerontology</b>
MSME Mechanical Engineering	MA Gerontology
<b>14.3001 Engineering/Industrial Management</b>	<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>
MS Engineering Management	<b>31.0501 Health and Physical Education, General</b>
<b>Engineering-Related Technologies</b>	BS Health Fitness
<b>15.0201 Civil Engineering/Civil Tech./Technician</b>	<b>Philosophy and Religion</b>
BSET Engineering Technologies, Civil	<b>38.0101 Philosophy</b>
<b>15.0303 Electrical, Electronic and Communications Engin. Tech./Technician</b>	BA Philosophy
BSET Engineering Technologies, Electrical	<b>38.0201 Religion/Religious Studies</b>
<b>15.0603 Industrial/Manufacturing Tech./Technician</b>	BA Religious Studies
BSET Manufacturing Engineering Technology	<b>Physical Sciences</b>
<b>15.0805 Mechanical Engineering/Mechanical Tech./Technician</b>	<b>40.0501 Chemistry, General</b>
BSET Engineering Technologies, Mechanical	BA Chemistry
<b>Foreign Languages and Literatures</b>	BS Chemistry
<b>16.0501 German Language and Literature</b>	MS Chemistry
BA German	<b>40.0601 Geology</b>
<b>16.0901 French Language and Literature</b>	BS Geology
BA French	<b>40.0703 Earth and Planetary Sciences</b>
<b>16.0905 Spanish Language and Literature</b>	BA Earth Sciences
BA Spanish	BS Earth Sciences
<b>16.0999 Romance Languages and Literatures, Other</b>	MS Earth Sciences
MA Spanish	<b>40.0801 Physics, General</b>
<b>Home Economics</b>	BA Physics
<b>19.0701 Individual and Family Development Studies, General</b>	BS Physics
BA Child and Family Development	MS Applied Physics
<b>English Language and Literatures/Letters</b>	<b>Psychology</b>
<b>23.0101 English Language and Literature, General</b>	<b>42.0101 Psychology, General</b>
BA English	BA Psychology
MA English	BS Psychology
<b>Liberal Arts &amp; Sciences, General Studies &amp; Humanities</b>	<b>42.0201 Clinical Psychology</b>
<b>24.0101 Liberal Arts and Sciences/Liberal Studies</b>	MA Clinical/Community Psychology
MA Liberal Studies	<b>42.0901 Industrial and Organizational Psychology</b>
<b>Biological Sciences/Life Sciences</b>	MA Industrial/Organizational Psychology
<b>26.0101 Biology, General</b>	<b>Protective Services</b>
BA Biology	<b>43.0104 Criminal Justice Studies</b>
BS Biology	BA Criminal Justice
PHD Biology	MS Criminal Justice
MA Biology	<b>43.0202 Fire Services Administration</b>
	BSET Fire Safety Engineering Technology

**Academic Program Inventory**  
**University of North Carolina at Charlotte**

**143 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

**Public Administration and Services**

**44.0401 Public Administration**

MPA Public Administration

**44.0501 Public Policy Analysis**

PHD Public Policy Studies

**44.0701 Social Work**

BSW Social Work

MSW Social Work

**Social Sciences and History**

**45.0201 Anthropology**

BA Anthropology

**45.0601 Economics, General**

BA Economics, Social Sciences

**45.0701 Geography**

BA Geography

BS Geography

MA Geography

**45.0801 History, General**

BA History

MA History

**45.1001 Political Science, General**

BA Political Science

**45.1101 Sociology**

BA Sociology

MA Sociology

**Visual and Performing Arts**

**50.0301 Dance**

BA Dance

**50.0501 Drama/Theater Arts, General**

BA Theatre

**50.0701 Art, General**

BA Art

**50.0702 Fine/Studio Arts**

BFA Art

**50.0901 Music, General**

BA Music

**50.0903 Music - General Performance**

BM Music (Performance)

**Health Professions and Related Sciences**

**51.0701 Health System/Health Services Administration**

MHA Health Administration

**51.1005 Medical Technology**

BA Chemistry, Medical Technology

BA Biology, Medical Technology

**51.1601 Nursing (R.N. Training)**

BSN Nursing

**51.1699 Nursing, Other**

MSN Nursing

**51.2207 Public Health Education and Promotion**

MS Health Promotion

**Business Management & Administrative Services**

**52.0201 Business Administration and Management, General**

BSBA Management

BSBA Business Administration

MBA Business Administration

**52.0205 Operations Management and Supervision**

BSBA Industrial and Operations Management

**52.0301 Accounting**

BS Accounting

MACC Accounting

**52.0601 Business/Managerial Economics**

BA Economics, Business Administration

MS Economics

**52.0801 Finance, General**

BSBA Finance

**52.1101 International Business**

BSBA International Business

**52.1201 Management Information Systems and Business Data Processing, General**

BSBA Management Information Systems

**52.1401 Business Marketing and Marketing Management**

BSBA Marketing

**Academic Program Inventory**  
**University of North Carolina at Greensboro**

**177 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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**Area, Ethnic and Cultural Studies**

**05.0207 Women's Studies**

BA Women's Studies

**Communications**

**09.0403 Mass Communications**

BA Media Studies

**Computer and Information Sciences**

**11.0701 Computer Science**

BS Computer Science

MS Computer Science

**Education**

**13.0301 Curriculum and Instruction**

PHD Curriculum and Teaching

MED Curriculum and Instruction

**13.0401 Education Administration and Supervision, General**

EDD Educational Leadership

EDS Educational Leadership

**13.0404 Educational Supervision**

MED Educational Supervision

**13.0405 Elementary, Middle and Secondary Education Administration**

MSA School Administration

**13.0406 Higher Education Administration**

MED Higher Education,Administration

**13.0604 Educational Assessment, Testing and Measurement**

PHD Educational Research, Measurement, and Evaluation

MED Educational Research, Measurement, and Evaluation

**13.1001 Special Education, General**

BS Special Education,General

MED Special Education,General

**13.1003 Education of the Deaf and Hearing Impaired**

BS Training Teachers of the Deaf

**13.1101 Counselor Education Counseling and Guidance Services**

EDD School Counseling

PHD Counseling and Counselor Education

EDS School Counseling

MS School Counseling

**13.1102 College/Postsecondary Student Counseling and Personnel Services**

EDD Student Development in Higher Education

EDD Community Counseling

EDS Student Development in Higher Education

EDS Community Counseling

MS Student Development in Higher Education

MS Community Counseling

**13.1202 Elementary Teacher Education**

BS Elementary Education (K-6)

MED Elementary Education (K-6)

**13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.**

BS Middle Grades Education

MED Middle Grades Education

**13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education**

BS Developmental Foundations in Preschool Education

MED Human Development and Family Studies

**13.1302 Art Teacher Education**

BFA Art Education (K-12)

**13.1303 Business Teacher Education (Vocational)**

MSBE Business Education

**13.1305 English Teacher Education**

BA English, Secondary Education

MED English

**13.1307 Health Teacher Education**

BS School Health

**13.1311 Mathematics Teacher Education**

BA Mathematics, Secondary Education

BS Mathematics, Secondary Education

MED Mathematics

**13.1312 Music Teacher Education**

BM Music Education

PHD Music Education

MM Music Education

**13.1314 Physical Education Teaching and Coaching**

BS Physical Education, Teacher Education (K-12)

**13.1317 Social Science Teacher Education**

BA Sociology, Secondary Education

BA Psychology, Secondary Education

BA Political Science, Secondary Education

BA Geography, Secondary Education

BA Economics, Secondary Education

BS Economics, Secondary Education

**13.1318 Social Studies Teacher Education**

BA History, Secondary Education

**13.1322 Biology Teacher Education**

BA Biology, Secondary Education

BS Biology, Secondary Education

MED Biology, Secondary Education

**13.1323 Chemistry Teacher Education**

MED Chemistry, Secondary Education

**13.1324 Drama and Dance Teacher Education**

BFA Theater Arts Education

BS Dance, Education (General)

MA Dance Education

MED Drama

**13.1325 French Language Teacher Education**

BA French, Secondary Education

**13.1326 German Language Teacher Education**

BA German, Secondary Education

**13.1328 History Teacher Education**

MED History

**13.1330 Spanish Language Teacher Education**

BA Spanish, Secondary Education

**13.1331 Speech Teacher Education**

BA Communication Studies, Education (K-12)

MED Communication Studies



# Academic Program Inventory

## University of North Carolina at Greensboro

177 programs

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<p><b>13.1399 Teacher Education, Specific Academic and Vocational Programs, Other</b></p> <p>MED Latin</p> <p><b>Foreign Languages and Literatures</b></p> <p><b>16.0501 German Language and Literature</b></p> <p>BA German</p> <p><b>16.0901 French Language and Literature</b></p> <p>BA French</p> <p><b>16.0905 Spanish Language and Literature</b></p> <p>BA Spanish</p> <p><b>16.0999 Romance Languages and Literatures, Other</b></p> <p>MA Romance Languages and Literatures, Spanish Education</p> <p>MA Romance Languages and Literatures, Spanish</p> <p>MA Romance Languages and Literatures, French Education</p> <p>MA Romance Languages and Literatures, French</p> <p><b>16.1201 Classics and Classical Languages and Literatures</b></p> <p>BA Classical Studies</p> <p><b>Home Economics</b></p> <p><b>19.0501 Foods and Nutrition Studies, General</b></p> <p>BS Nutrition and Foodservice Systems</p> <p>MED Nutrition and Foodservice Systems</p> <p>MS Nutrition and Foodservice Systems</p> <p><b>19.0502 Foods and Nutrition Science</b></p> <p>PHD Nutrition</p> <p><b>19.0505 Food Systems Administration</b></p> <p>BS Restaurant and Institution Management</p> <p><b>19.0701 Individual and Family Development Studies, General</b></p> <p>BS Human Development and Family Studies</p> <p>PHD Human Development and Family Studies</p> <p>MS Human Development and Family Studies</p> <p><b>19.0706 Child Growth, Care and Development Studies</b></p> <p>BS Child and Adolescent Development in the Family</p> <p><b>19.0901 Clothing/Apparel and Textile Studies</b></p> <p>BS Textile Products Design and Marketing</p> <p>PHD Textile Products Marketing</p> <p>MED Textile Products Design and Marketing</p> <p>MS Textile Products Design and Marketing</p> <p><b>English Language and Literatures/Letters</b></p> <p><b>23.0101 English Language and Literature, General</b></p> <p>BA English</p> <p>PHD English</p> <p>MA English</p> <p><b>23.0501 English Creative Writing</b></p> <p>MFA Creative Writing</p> <p><b>23.1001 Speech and Rhetorical Studies</b></p> <p>BA Communication Studies</p> <p>MA Communication Studies</p> <p><b>Liberal Arts &amp; Sciences, General Studies &amp; Humanities</b></p> <p><b>24.0101 Liberal Arts and Sciences/Liberal Studies</b></p> <p>BA Special Programs in Liberal Studies</p> <p>BS Special Programs in Liberal Studies</p>	<p>MA Liberal Studies</p> <p><b>Library Science</b></p> <p><b>25.0101 Library Science/Librarianship</b></p> <p>MLIS Library and Information Studies</p> <p><b>Biological Sciences/Life Sciences</b></p> <p><b>26.0101 Biology, General</b></p> <p>BA Biology</p> <p>BS Biology</p> <p>MS Biology</p> <p><b>26.0202 Biochemistry</b></p> <p>BS Biochemistry</p> <p><b>Mathematics</b></p> <p><b>27.0101 Mathematics</b></p> <p>BA Mathematics</p> <p>BS Mathematics</p> <p>MA Mathematics</p> <p><b>Multi/Interdisciplinary Studies</b></p> <p><b>30.1101 Gerontology</b></p> <p>MS Gerontology</p> <p><b>Parks, Recreation, Leisure, &amp; Fitness Studies</b></p> <p><b>31.0101 Parks, Recreation and Leisure Studies</b></p> <p>BS Leisure Studies</p> <p><b>31.0301 Parks, Recreation and Leisure Facilities Management</b></p> <p>MS Parks and Recreation Management</p> <p><b>31.0505 Exercise Sciences/Physiology and Movement Studies</b></p> <p>BS Exercise and Sport Science</p> <p>EDD Exercise and Sport Science</p> <p>PHD Exercise and Sport Science</p> <p>MED Exercise and Sport Science</p> <p>MS Exercise and Sport Science</p> <p><b>Philosophy and Religion</b></p> <p><b>38.0101 Philosophy</b></p> <p>BA Philosophy</p> <p><b>38.0201 Religion/Religious Studies</b></p> <p>BA Religious Studies</p> <p><b>Physical Sciences</b></p> <p><b>40.0501 Chemistry, General</b></p> <p>BA Chemistry</p> <p>BS Chemistry</p> <p>MS Chemistry</p> <p><b>40.0801 Physics, General</b></p> <p>BA Physics</p> <p>BS Physics</p> <p><b>Psychology</b></p> <p><b>42.0101 Psychology, General</b></p> <p>BA Psychology</p> <p>PHD Psychology</p> <p>MA Psychology</p> <p><b>Public Administration and Services</b></p> <p><b>44.0401 Public Administration</b></p> <p>MPA Public Affairs</p>

**Academic Program Inventory**  
**University of North Carolina at Greensboro**

**177 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>44.0701 Social Work</b>	<b>51.0204 Speech-Language Pathology and Audiology</b>
BS School Social Work	BS Speech Pathology and Audiology
BSW Social Work	MA Speech Pathology and Audiology
MSW Social Work (Jt with NCA&TSU)	<b>51.0701 Health System/Health Services Administration</b>
<b>Social Sciences and History</b>	MSN/ Health Management
<b>45.0201 Anthropology</b>	<b>51.1005 Medical Technology</b>
BA Anthropology	BSMT Medical Technology
<b>45.0601 Economics, General</b>	<b>51.1306 Medical Genetics</b>
BA Economics	MS Genetic Counseling
<b>45.0701 Geography</b>	<b>51.1601 Nursing (R.N. Training)</b>
BA Geography	BSN Nursing
MA Applied Geography	<b>51.1608 Nursing Science (Post-R.N.)</b>
<b>45.0801 History, General</b>	PM Post-Master's Certificate in Nursing
BA History	MSN Nursing
MA History	<b>51.2207 Public Health Education and Promotion</b>
<b>45.1001 Political Science, General</b>	BS Community Health Education
BA Political Science	MPH Public Health
MA Political Science	<b>Business Management &amp; Administrative Services</b>
<b>45.1101 Sociology</b>	<b>52.0201 Business Administration and Management, General</b>
BA Sociology	BS Business Administration
MA Sociology	MBA Business Administration
<b>Visual and Performing Arts</b>	<b>52.0301 Accounting</b>
<b>50.0301 Dance</b>	BS Accounting
BA Dance	MS Accounting
BFA Dance	<b>52.0601 Business/Managerial Economics</b>
MA Dance	BS Economics
MFA Dance	MA Applied Economics
<b>50.0408 Interior Design</b>	<b>52.0801 Finance, General</b>
BS Interior Design	BS Finance, Insurance, and Real Estate
MS Interior Design	<b>52.0901 Hospitality/Administration Management</b>
<b>50.0501 Drama/Theater Arts, General</b>	BA Hospitality Management
BA Drama	<b>52.1101 International Business</b>
BFA Drama	BS International Business Studies
MFA Drama	<b>52.1201 Management Information Systems and Business Data Processing, General</b>
<b>50.0701 Art, General</b>	BS Information Systems and Operations Management
BA Art	MS Information Technology and Management
<b>50.0702 Fine/Studio Arts</b>	
BFA Studio Art	
MFA Studio Arts	
<b>50.0901 Music, General</b>	
BA Music	
<b>50.0903 Music - General Performance</b>	
BM Performance	
BM Jazz Studies	
DMA Performance	
MM Performance	
<b>50.0904 Music Theory and Composition</b>	
BM Composition	
MM Theory	
MM Composition	
<b>Health Professions and Related Sciences</b>	

# Academic Program Inventory

## University of North Carolina at Pembroke

**52 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>Area, Ethnic and Cultural Studies</b>	<b>13.1322 Biology Teacher Education</b>
<b>05.0102 American Studies/Civilization</b>	BS Biology, Secondary Education
BA American Studies	<b>English Language and Literatures/Letters</b>
<b>05.0202 American Indian/Native American Studies</b>	<b>23.0101 English Language and Literature, General</b>
BA American Indian Studies	BA English
<b>Communications</b>	<b>Biological Sciences/Life Sciences</b>
<b>09.0403 Mass Communications</b>	<b>26.0101 Biology, General</b>
BS Mass Communications	BS Biology
<b>Computer and Information Sciences</b>	<b>Mathematics</b>
<b>11.0701 Computer Science</b>	<b>27.0101 Mathematics</b>
BS Computer Science	BS Mathematics
<b>Education</b>	<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>
<b>13.1006 Education of the Mentally Handicapped</b>	<b>31.0301 Parks, Recreation and Leisure Facilities Management</b>
BS Special Education, Mentally Handicapped	BS Recreation Management/Administration
<b>13.1011 Education of the Specific Learning Disabled</b>	<b>31.0501 Health and Physical Education, General</b>
BS Special Education, Learning Disabilities	BS Physical Education (Non-Teacher Licensure)
<b>13.1101 Counselor Education Counseling and Guidance Services</b>	<b>31.0503 Athletic Training and Sports Medicine</b>
MA School Counseling	BS Physical Education: Athletic Training
<b>13.1102 College/Postsecondary Student Counseling and Personnel Services</b>	<b>Philosophy and Religion</b>
MA Service Agency Counseling	<b>38.9999 Philosophy and Religion</b>
<b>13.1202 Elementary Teacher Education</b>	BA Philosophy and Religion
BS Elementary Education (K-6)	<b>Physical Sciences</b>
MAED Elementary Education (K-6)	<b>40.0501 Chemistry, General</b>
<b>13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.</b>	BS Chemistry
BS Middle Grades Education (6-9)	<b>40.0801 Physics, General</b>
MAED Middle Grades Education (6-9)	BS Applied Physics
<b>13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education</b>	<b>Psychology</b>
BS Birth-Kindergarten Education	<b>42.0101 Psychology, General</b>
<b>13.1302 Art Teacher Education</b>	BS Psychology
BA Art Education	<b>Protective Services</b>
MAED Art Education	<b>43.0104 Criminal Justice Studies</b>
<b>13.1305 English Teacher Education</b>	BA Criminal Justice
BA English Education	<b>Public Administration and Services</b>
MA English Education	<b>44.0701 Social Work</b>
<b>13.1311 Mathematics Teacher Education</b>	BSW Social Work
BS Mathematics, Secondary Education	<b>Social Sciences and History</b>
MAED Mathematics Education	<b>45.0801 History, General</b>
<b>13.1312 Music Teacher Education</b>	BA History
BM Music Education	<b>45.1001 Political Science, General</b>
<b>13.1314 Physical Education Teaching and Coaching</b>	BA Political Science
BS Physical Education (Teaching Licensure)	<b>45.1101 Sociology</b>
MAED Physical Education	BA Sociology
<b>13.1315 Reading Teacher Education</b>	<b>Visual and Performing Arts</b>
MAED Reading Education	<b>50.0501 Drama/Theater Arts, General</b>
<b>13.1316 Science Teacher Education, General</b>	BA English: Theatre Arts
BS Science Education	<b>50.0702 Fine/Studio Arts</b>
MAED Science Education	BA Studio Art
<b>13.1318 Social Studies Teacher Education</b>	<b>50.0901 Music, General</b>
BA History: Social Studies Education	BA Music
MAED History: Social Studies Education	

**Academic Program Inventory**  
**University of North Carolina at Pembroke**

**52 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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***Health Professions and Related Sciences***

***51.1601 Nursing (R.N. Training)***

BSN    Nursing (RN/BSN) (Jt. with Fayetteville State University)

***51.2207 Public Health Education and Promotion***

BS    Community Health Education

***Business Management & Administrative Services***

***52.0201 Business Administration and Management, General***

BS    Business Administration

MBA    Business Administration

***52.0299 Business Administration and Management, Other***

MS    Public Management

***52.0301 Accounting***

BS    Accounting

# Academic Program Inventory

## University of North Carolina at Wilmington

**96 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>Conservation &amp; Renewable Natural Resources</b>	
<b>03.0102 Environmental Science/Studies</b>	
BA Environmental Studies	BS Chemistry, Secondary Education
BS Environmental Sciences	<b>13.1325 French Language Teacher Education</b>
	BA French (K-12)
<b>Computer and Information Sciences</b>	<b>13.1328 History Teacher Education</b>
<b>11.0701 Computer Science</b>	BA History, Secondary Education
BS Computer Science	<b>13.1329 Physics Teacher Education</b>
	BA Physics, Secondary Education
<b>Education</b>	BS Physics, Secondary Education
<b>13.0301 Curriculum and Instruction</b>	<b>13.1330 Spanish Language Teacher Education</b>
MED Curriculum/Instruction Supervision	BA Spanish (K-12)
<b>13.0405 Elementary, Middle and Secondary Education Administration</b>	<b>13.1399 Teacher Education, Specific Academic and Vocational Programs, Other</b>
MSA School Administration	BA Geology, Secondary Education (Earth Science)
<b>13.0501 Educational/Instructional Media Design</b>	BS Geology, Secondary Education (Earth Science)
MS Instructional Technology	<b>Foreign Languages and Literatures</b>
<b>13.1001 Special Education, General</b>	<b>16.0901 French Language and Literature</b>
MED Special Education (Cross-Categorical)	BA French
<b>13.1005 Education of the Emotionally Handicapped</b>	<b>16.0905 Spanish Language and Literature</b>
BA Special Education (Behaviorally/Emotionally Handicapped)	PB Spanish
<b>13.1006 Education of the Mentally Handicapped</b>	BA Spanish
BA Special Education (Mental Retardation)	<b>English Language and Literatures/Letters</b>
<b>13.1011 Education of the Specific Learning Disabled</b>	<b>23.0101 English Language and Literature, General</b>
BA Special Education (Learning Disabilities)	BA English
<b>13.1202 Elementary Teacher Education</b>	MA English
BA Elementary Education (K-6)	<b>23.0501 English Creative Writing</b>
MED Elementary Education	BFA Creative Writing
<b>13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.</b>	MFA Creative Writing
BA Middle Grades Education	<b>23.1001 Speech and Rhetorical Studies</b>
MED Middle Grades Education	BA Communication Studies
<b>13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education</b>	<b>Liberal Arts &amp; Sciences, General Studies &amp; Humanities</b>
BA Preparing Educators of Young Children	<b>24.0101 Liberal Arts and Sciences/Liberal Studies</b>
<b>13.1205 Secondary Teacher Education</b>	MA Liberal Studies
MED Secondary Education	<b>Biological Sciences/Life Sciences</b>
<b>13.1299 General Teacher Education, Other</b>	<b>26.0101 Biology, General</b>
MAT Master of Arts in Teaching	BA Biology
<b>13.1305 English Teacher Education</b>	BS Biology
BA English, Secondary Education	MS Biology
<b>13.1311 Mathematics Teacher Education</b>	<b>26.0607 Marine/Aquatic Biology</b>
BA Mathematics, Secondary Education	BS Marine Biology
BS Mathematics, Secondary Education	MS Marine Biology
<b>13.1312 Music Teacher Education</b>	<b>Mathematics</b>
BM Music Education	<b>27.0101 Mathematics</b>
<b>13.1314 Physical Education Teaching and Coaching</b>	BA Mathematics
BA Physical Education and Health (K-12)	BS Mathematics
<b>13.1315 Reading Teacher Education</b>	MA Mathematics
MED Reading Education	MS Mathematics
<b>13.1322 Biology Teacher Education</b>	<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>
BA Biology, Secondary Education	<b>31.0301 Parks, Recreation and Leisure Facilities Management</b>
BS Marine Biology, Secondary Education	BA Parks and Recreation Management
BS Biology, Secondary Education	<b>31.0501 Health and Physical Education, General</b>
<b>13.1323 Chemistry Teacher Education</b>	BA Physical Education and Health
BA Chemistry, Secondary Education	

# Academic Program Inventory

## University of North Carolina at Wilmington

**96 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>31.0502 Adapted Physical Education/Therapeutic Recreation</b> BA Therapeutic Recreation	<b>50.0602 Film-Video Making/Cinematography and Production</b> BA Film Studies
<b>31.0503 Athletic Training and Sports Medicine</b> BA Athletic Training	<b>50.0702 Fine/Studio Arts</b> BA Studio Art
<b>Philosophy and Religion</b>	<b>50.0703 Art History, Criticism and Conservation</b> BA Art History
<b>38.9999 Philosophy and Religion</b> BA Philosophy and Religion	<b>50.0901 Music, General</b> BA Music
<b>Physical Sciences</b>	<b>50.0903 Music - General Performance</b> BM Music Performance
<b>40.0501 Chemistry, General</b> BA Chemistry, General BS Chemistry, General MS Chemistry	<b>Health Professions and Related Sciences</b>
<b>40.0601 Geology</b> BA Geology BS Geology MS Geology	<b>51.1005 Medical Technology</b> BS Clinical Laboratory Science
<b>40.0702 Oceanography</b> MS Marine Sciences	<b>51.1601 Nursing (R.N. Training)</b> BS Nursing
<b>40.0801 Physics, General</b> BA Physics BS Physics	<b>51.1605 Nursing, Family Practice (Post-R.N.)</b> MSN Family Nurse Practitioner
<b>Psychology</b>	<b>Business Management &amp; Administrative Services</b>
<b>42.0101 Psychology, General</b> BA Psychology MA Psychology	<b>52.0201 Business Administration and Management, General</b> BS Business Administration MBA Business Administration
<b>Protective Services</b>	<b>52.0301 Accounting</b> BS Accountancy MSA Accountancy
<b>43.0104 Criminal Justice Studies</b> BA Criminal Justice	<b>52.0601 Business/Managerial Economics</b> BS Economics
<b>Public Administration and Services</b>	<b>52.0801 Finance, General</b> BS Finance
<b>44.0401 Public Administration</b> MPA Public Administration	<b>52.1201 Management Information Systems and Business Data Processing, General</b> BS Business Systems
<b>44.0701 Social Work</b> BSW Social Work	<b>52.1401 Business Marketing and Marketing Management</b> BS Marketing
<b>Social Sciences and History</b>	
<b>45.0201 Anthropology</b> BA Anthropology	
<b>45.0601 Economics, General</b> BA Economics	
<b>45.0701 Geography</b> BA Geography	
<b>45.0801 History, General</b> BA History MA History	
<b>45.1001 Political Science, General</b> BA Political Science	
<b>45.1101 Sociology</b> BA Sociology	
<b>Visual and Performing Arts</b>	
<b>50.0501 Drama/Theater Arts, General</b> BA Theatre	

# Academic Program Inventory Western Carolina University

**109 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

Discipline Division, CIP Code, Discipline Specialty,  
Degree Abbreviation, and Degree Program Title

## ***Conservation & Renewable Natural Resources***

### ***03.0201 Natural Resources Management and Policy***

BS Natural Resources Management

## ***Area, Ethnic and Cultural Studies***

### ***05.0202 American Indian/Native American Studies***

MA American History, Cherokee Studies

## ***Communications***

### ***09.0101 Communications, General***

BS Communication

## ***Computer and Information Sciences***

### ***11.0701 Computer Science***

BS Computer Science

## ***Education***

### ***13.0101 Education, General***

MAED Comprehensive Education

### ***13.0401 Education Administration and Supervision, General***

EDD Educational Leadership

EDS Educational Leadership

### ***13.0404 Educational Supervision***

MAED Educational Supervision

### ***13.0405 Elementary, Middle and Secondary Education Administration***

MSA School Administration

### ***13.0407 Community and Junior College Administration***

MAED Educational Administration, 2-Yr College

### ***13.0501 Educational/Instructional Media Design***

MAED Instructional Technology Specialist-Computers

### ***13.1001 Special Education, General***

BSED Special Education, Learning Disabilities and Mentally Retarded

### ***13.1101 Counselor Education Counseling and Guidance Services***

MAED School Counseling

### ***13.1102 College/Postsecondary Student Counseling and Personnel Services***

MS Community Counseling

### ***13.1202 Elementary Teacher Education***

BSED Elementary Education, K-6

### ***13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.***

BSED Middle Grades Education

### ***13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education***

BS Birth-Kindergarten

### ***13.1299 General Teacher Education, Other***

MAT Master of Arts in Teaching

### ***13.1302 Art Teacher Education***

BSED Art Education

### ***13.1305 English Teacher Education***

BSED English, Secondary Education

MAED English, 2-Yr College Teaching

### ***13.1311 Mathematics Teacher Education***

BSED Mathematics, Secondary Education

MAED Mathematics, 2-Yr College Teaching

### ***13.1312 Music Teacher Education***

BSED Music Education

### ***13.1314 Physical Education Teaching and Coaching***

BSED Physical Education

MAED Physical Education, 2-Year College Teaching

### ***13.1316 Science Teacher Education, General***

BSED Science Education

### ***13.1318 Social Studies Teacher Education***

BSED Social Sciences, Secondary Education

### ***13.1322 Biology Teacher Education***

MAED Biology, 2-Yr College Teaching

### ***13.1325 French Language Teacher Education***

BSED French, Secondary Education

### ***13.1326 German Language Teacher Education***

BSED German, Secondary Education

### ***13.1330 Spanish Language Teacher Education***

BSED Spanish, Secondary Education

## ***Engineering-Related Technologies***

### ***15.0303 Electrical, Electronic and Communications Engin. Tech./Technician***

BS Telecommunications Engineering Technology

BS Electronics Engineering Technology

### ***15.0603 Industrial/Manufacturing Tech./Technician***

BS Industrial Technology

BS Industrial Distribution

BS Engineering Technologies Manufacturing

MS Technology

## ***Foreign Languages and Literatures***

### ***16.0501 German Language and Literature***

BA German

### ***16.0901 French Language and Literature***

BA French

### ***16.0905 Spanish Language and Literature***

BA Spanish

## ***Home Economics***

### ***19.0503 Dietetics/Human Nutritional Services***

BS Nutrition and Dietetics

## ***English Language and Literatures/Letters***

### ***23.0101 English Language and Literature, General***

BA English

MA English

## ***Liberal Arts & Sciences, General Studies & Humanities***

### ***24.0101 Liberal Arts and Sciences/Liberal Studies***

BA Special Studies

BS Special Studies

## ***Biological Sciences/Life Sciences***

### ***26.0101 Biology, General***

BS Biology

MS Biology

## ***Mathematics***

# Academic Program Inventory Western Carolina University

**109 programs**

11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
<b>27.0101 Mathematics</b>	BS Political Science
BS Mathematics	<b>45.1101 Sociology</b>
<b>27.0301 Applied Mathematics, General</b>	BA Sociology
MS Applied Mathematics	BS Sociology
<b>Parks, Recreation, Leisure, &amp; Fitness Studies</b>	<b>Visual and Performing Arts</b>
<b>31.0301 Parks, Recreation and Leisure Facilities Management</b>	<b>50.0408 Interior Design</b>
BS Parks & Recreation Management	BS Interior Design
<b>31.0504 Sport and Fitness Administration/Management</b>	<b>50.0501 Drama/Theater Arts, General</b>
BS Sport Management	BA Speech and Theatre Arts
<b>Philosophy and Religion</b>	BFA Theatre
<b>38.0101 Philosophy</b>	<b>50.0701 Art, General</b>
BA Philosophy	BA Art
<b>Physical Sciences</b>	<b>50.0702 Fine/Studio Arts</b>
<b>40.0501 Chemistry, General</b>	BFA Art
BA Chemistry	MFA Fine Arts
BS Industrial Chemistry	<b>50.0901 Music, General</b>
BS Chemistry	BA Music
MS Chemistry	MA Music
<b>40.0601 Geology</b>	<b>50.0903 Music - General Performance</b>
BS Geology	BM Music
<b>Psychology</b>	<b>Health Professions and Related Sciences</b>
<b>42.0101 Psychology, General</b>	<b>51.0201 Communication Disorders, General</b>
BS Psychology	BSED Communication Disorders
<b>42.0201 Clinical Psychology</b>	MS Communication Disorders
MA Clinical Psychology	<b>51.0706 Medical Records Administration</b>
<b>42.1701 School Psychology</b>	BS Health Information Management
MA School Psychology	<b>51.0799 Health and Medical Administrative Services, Other</b>
<b>Protective Services</b>	MHS Health Science
<b>43.0104 Criminal Justice Studies</b>	<b>51.0904 Emergency Medical Tech./Technician</b>
BS Criminal Justice	BS Emergency Medical Care
<b>Public Administration and Services</b>	<b>51.1005 Medical Technology</b>
<b>44.0401 Public Administration</b>	BS Clinical Laboratory Sciences
MPA Public Affairs	<b>51.1601 Nursing (R.N. Training)</b>
<b>44.0701 Social Work</b>	BSN Nursing
BS Social Work	<b>51.1605 Nursing, Family Practice (Post-R.N.)</b>
<b>Social Sciences and History</b>	MS Family Nurse Practitioner (FNP)
<b>45.0101 Social Sciences, General</b>	<b>51.2202 Environmental Health</b>
BA Social Sciences	BS Environmental Health
BS Social Sciences	<b>51.2308 Physical Therapy</b>
<b>45.0201 Anthropology</b>	MPT Physical Therapy
BA Anthropology	<b>51.2309 Recreational Therapy</b>
BS Anthropology	BS Recreational Therapy
<b>45.0701 Geography</b>	<b>Business Management &amp; Administrative Services</b>
BS Geography	<b>52.0201 Business Administration and Management, General</b>
<b>45.0801 History, General</b>	BSBA Management
BA History	BSBA Business Administration and Law
BS History	MBA Business Administration
<b>45.0802 American (United States) History</b>	<b>52.0299 Business Administration and Management, Other</b>
MA American History	MPM Project Management
<b>45.1001 Political Science, General</b>	<b>52.0301 Accounting</b>
BA Political Science	BSBA Accounting
	M Accountancy



Academic Program Inventory  
Western Carolina University

109 programs  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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**52.0801 Finance, General**

BSBA Finance

**52.0901 Hospitality/Administration Management**

BS Hospitality Management

**52.1001 Human Resources Management**

MS Human Resource Development

**52.1101 International Business**

BS International Business

**52.1201 Management Information Systems and Business Data  
Processing, General**

BSBA Computer Information Systems

**52.1401 Business Marketing and Marketing Management**

BSBA Marketing

**52.1498 Entrepreneurship**

BSBA Entrepreneurship

# Academic Program Inventory

## Winston-Salem State University

**40 programs**  
11-30-2001

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
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### Communications

#### 09.0403 *Mass Communications*

BA Mass Communications

### Computer and Information Sciences

#### 11.0201 *Computer Programming*

C Certificate in Computer Programming

#### 11.0701 *Computer Science*

BS Computer Science

### Education

#### 13.1011 *Education of the Specific Learning Disabled*

BS Special Education, Specific Learning Disabilities (K-12)

#### 13.1202 *Elementary Teacher Education*

BS Elementary Education (K-6)

MED Elementary Education

#### 13.1203 *Jr.High/Intermed./Middle Schl. Teacher Ed.*

BS Middle Grades (6-9)

#### 13.1204 *Pre-Elementary/Early Childhood/Kindergarten Teacher Education*

BS Birth to Kindergarten Education

#### 13.1302 *Art Teacher Education*

BA Art Education

#### 13.1305 *English Teacher Education*

BA English, Secondary Education

#### 13.1311 *Mathematics Teacher Education*

BS Mathematics, Secondary Education

#### 13.1312 *Music Teacher Education*

BS Music Education

#### 13.1314 *Physical Education Teaching and Coaching*

BS Physical Education

#### 13.1318 *Social Studies Teacher Education*

BA Social Studies Education

#### 13.1330 *Spanish Language Teacher Education*

BA Spanish Teacher Education

### Foreign Languages and Literatures

#### 16.0905 *Spanish Language and Literature*

BA Spanish

### English Language and Literatures/Letters

#### 23.0101 *English Language and Literature, General*

BA English

### Liberal Arts & Sciences, General Studies & Humanities

#### 24.0102 *General Studies*

BS Applied Science

### Biological Sciences/Life Sciences

#### 26.0101 *Biology, General*

BS Biology

#### 26.0402 *Molecular Biology*

BS Molecular Biology

### Mathematics

#### 27.0101 *Mathematics*

BS Mathematics

### Multi/Interdisciplinary Studies

#### 30.1101 *Sociology*

BA Gerontology

### Parks, Recreation, Leisure, & Fitness Studies

#### 31.0502 *Adapted Physical Education/Therapeutic Recreation*

BS Therapeutic Recreation

#### 31.0504 *Sport and Fitness Administration/Management*

BS Sport Management

#### 31.0505 *Exercise Sciences/Physiology and Movement Studies*

BS Exercise Science

### Physical Sciences

#### 40.0501 *Chemistry, General*

BS Chemistry

### Psychology

#### 42.0101 *Psychology, General*

BS Psychology

### Social Sciences and History

#### 45.0601 *Economics, General*

BS Economics

#### 45.0801 *History, General*

BA History

#### 45.1001 *Political Science, General*

BA Political Science

#### 45.1101 *Sociology*

BA Sociology

### Visual and Performing Arts

#### 50.0701 *Art, General*

BA Art

#### 50.0909 *Music Business Management and Merchandising*

BS Music Business

### Health Professions and Related Sciences

#### 51.1005 *Medical Technology*

BS Clinical Laboratory Science

#### 51.1601 *Nursing (R.N. Training)*

BSN Nursing

#### 51.2306 *Occupational Therapy*

BSOT Occupational Therapy

#### 51.2308 *Physical Therapy*

MPT Physical Therapy

### Business Management & Administrative Services

#### 52.0201 *Business Administration and Management, General*

BS Business Administration

#### 52.0301 *Accounting*

BS Accounting

#### 52.1201 *Management Information Systems and Business Data Processing, General*

BS Management Information Systems

### Summary of New Programs Established

**Table D.1. Summary of New Programs Established by the Board of Governors for Constituent Institutions of the University of North Carolina by Program Area and Level:  
July 1, 1972–November 30, 2001**

Program Area	Degree Level				
	Bachelor's	Master's	Professional	Doctoral	Total
Agriculture & Natural Resources	3	3			6
Architecture & Environmental Design	3	1		1	5
Area Studies	6	2			8
Biological Sciences	2	9		14	25
Business and Management	12	16			28
Communications	7	2		1	10
Computer & Information Sciences	9	11		1	1
Education	24	51		8	8
Engineering	12	11		7	7
Fine and Applied Arts	13	5		1	19
Foreign Languages	3	2			5
Health Professions	19	19	3	8	49
Home Economics	3	4			7
Law					
Letters	8	5		1	14
Library Science				1	1
Mathematics	2	5		1	8
Physical Sciences	11	9		1	21
Psychology	3	5		1	9
Public Affairs & Services	16	17		3	36
Social Sciences	14	10		1	25
Interdisciplinary Studies	20	9		2	31
<b>Total</b>	190	196	3	52	441

## Summary of Programs Discontinued

**Table D.2. Summary of Programs Discontinued by the Board of Governors at Constituent Institutions of the University of North Carolina by Program Area and Level:  
July 1, 1972–November 30, 2001**

Program Area	Degree Level				
	Bachelor's	Master's	Professional	Doctoral	Total
Agriculture & Natural Resources	5	2			7
Architecture & Environmental Design		1			1
Area Studies	2				2
Biological Studies	7	3		2	12
Business Management	12	2			12
Communications		1			
Computer & Information Sciences					
Education	58	67		3	128
Engineering	6	3		1	10
Fine and Applied Arts	9	3			12
Foreign Languages	11	12			23
Health Professions	15	3		1	18
Home Economics	7	3		2	12
Law	1				1
Letters	2	3			4
Library Science	2				2
Mathematics	2	4			6
Physical Sciences	8	8			16
Psychology	1	7			8
Public Affairs & Services	4	1			4
Social Sciences	17	12			28
Interdisciplinary Studies	8	2			10
<b>Total</b>	177	137	0	9	323
Associate (AA) programs discontinued					18
Intermediate (CAS & EdS) programs discontinued					77
<b>Total (all programs)</b>					418

## **Appendix E**

### **Interinstitutional Research Centers Approved as of November 30, 2001**

(Total Centers = 13)

#### **Center for Advanced Computing and Communication**

Duke University

- North Carolina State University

#### **Center for Developmental Science**

Duke University

Meredith College

North Carolina Central University

North Carolina State University

UNC Greensboro

- UNC-Chapel Hill

#### **Highlands Biological Station**

Duke University

North Carolina State University

UNC-Chapel Hill

Wake Forest University

- Western Carolina University

#### **Highway Safety Research Center**

North Carolina A&T State University

North Carolina State University

- UNC-Chapel Hill

#### **Human Development Research and Training Institute at Western Carolina Center**

Appalachian State University

UNC Charlotte

UNC Greensboro

UNC-Chapel Hill

- Western Carolina Center

Western Carolina University

#### **Institute for Transportation Research and Education**

- North Carolina State University

UNC-Chapel Hill

#### **Institute of Nutrition**

East Carolina University

North Carolina A&T State University

North Carolina State University

UNC Greensboro

- UNC-Chapel Hill

#### **Kenan Center for the Utilization of Carbon Dioxide in Manufacturing**

- North Carolina State University

UNC-Chapel Hill

#### **North Carolina Center for South Asia Studies**

Duke University

North Carolina Central University

- North Carolina State University

UNC-Chapel Hill

#### **North Carolina Sea Grant College Program**

East Carolina University

- North Carolina State University

UNC Wilmington

UNC-Chapel Hill

#### **Science and Technology Center for Environmentally Responsible Solvents and Processes**

North Carolina A&T State University

North Carolina State University

- UNC-Chapel Hill

University of Texas-Austin

#### **University of North Carolina Institute on Aging**

Appalachian State University

Duke University

East Carolina University

North Carolina State University

UNC Asheville

UNC Charlotte

UNC Greensboro

UNC Wilmington

- UNC-Chapel Hill

Wake Forest University-School of Medicine

#### **Water Resources Research Institute**

East Carolina University

- North Carolina State University

UNC Wilmington

UNC-Chapel Hill

- *Institution serving as administrative unit*

# **Institutional Research Centers Approved as of November 30, 2001**

*(Total Centers = 113)*

## **Appalachian State University**

Brantley Risk and Insurance Center

Walker College of Business Research Center

## **East Carolina University**

Bureau of Business Research

Center for the Liberal Arts

Center on Aging

Institute for Coastal and Marine Resources

Institute for Historical and Cultural Research

## **North Carolina A&T State University**

Center for Aerospace Research

Center for Composite Materials Research

Center for Electronics Manufacturing

Rockwell Solid State Electronics Laboratory

Transportation Institute

## **North Carolina Central University**

Institute for Minority Issues

Julius L. Chambers Biomedical/Biotechnology Research Institute

## **North Carolina State University**

Analytical Instrumentation Facility

Animal and Poultry Waste Management Center

Applied Energy Research Laboratory

Bioinformatics Research Center

Brandon P. Hodges Wood Products Laboratory

Center for Advanced Processing and Packaging Studies

Center for Chemical Toxicology and Residue Pharmacology

Center for Computational Biology

Center for Earth Observation

Center for Engineering Applications of Radioisotopes

Center for Environmental and Resource Economic Policy

Center for Information Society Studies

Center for Innovation Management Studies

Center for Integrated Pest Management

Center for Marine Sciences and Technology

Center for Mathematics and Science Education

Center for Nuclear Power Plant Structures, Equipment and Piping

Center for Research in Scientific Computation

Center for Research on Textile Protection and Comfort

Center for Robotics and Intelligent Machines

Center for Transportation and the Environment

Center for Transportation Engineering Studies

Center for Urban Affairs and Community Services

Electric Power Research Center

Engineering Research Center for Advanced Electronic Materials Processing

Furniture Manufacturing and Management Center

Industry Research Programs in Forestry

Institute of Statistics

Integrated Manufacturing Systems Engineering Institute

Kenan Institute for Engineering, Technology & Science

Literacy Systems Center

Materials Research Center

Minerals Research Laboratory

Network Technology Institute

Nonwovens Cooperative Research Center

North Carolina Japan Center

Nuclear Reactor Program

Pollution Prevention Research Center

Power Semiconductor Research Center

Precision Engineering Center

Southeast Dairy Foods Research Center

Southeastern Plant Environment Laboratory (Phytotron)

Southern Center for Sustainable Forests

Veterinary Equine Research Center

W. M. Keck Center for Behavioral Biology

**UNC Asheville**

Mössbauer Effect Data Center

**UNC Charlotte**

Center for Precision Metrology

UNC Charlotte Urban Institute

**UNC Greensboro**

Center for Applied Research (Business and Economics)

Center for Critical Inquiry in the Liberal Arts

Center for Educational Research and Evaluation

Center for Global Business Education and Research

Center for School Accountability and Staff Development

Center for the Study of Social Issues

Family Research Center

Human Environmental Sciences Center for Research

Institute for Health, Science, and Society

**UNC Pembroke**

Native American Resource Center

**UNC Wilmington**

Center for Marine Science

**UNC-Chapel Hill**

Carolina Center for Genome Sciences

Carolina Environmental Program

Carolina Population Center

Cecil G. Sheps Center for Health Services Research

Center for Alcohol Studies

Center for Cardiovascular Science and Medicine

Center for Digestive Diseases and Nutrition

Center for Environmental Medicine and Lung Biology

Center for European Studies

Center for Health Ethics and Policy

Center for Health Promotion and Disease Prevention

Center for Infectious Diseases

Center for Pharmaceutical Outcomes Research

Center for Research in Journalism and Mass  
Communication

Center for Slavic, Eurasian, and East European Studies

Center for Technology and Advanced Commerce

Center for the Study of the American South

Center for Thrombosis and Hemostasis

Center for Urban and Regional Studies

Clinical Center for the Study of Development and  
Learning

Comprehensive Center for Inflammatory Disorders

Cystic Fibrosis/Pulmonary Research and Treatment  
Center

Dental Research Center

Frank Porter Graham Child Development Center

Gene Therapy Center

Howard W. Odum Institute for Research in Social Science

Injury Prevention Research Center

Institute for the Arts and Humanities

Institute of African-American Research

Institute of Latin American Studies

Institute of Marine Sciences

L. L. Thurstone Psychometric Laboratory

Lineberger Comprehensive Cancer Center

Louis Harris Data Center

Neurodevelopmental Disorders Research Center

Neuroscience Center

The Frank Hawkins Kenan Institute of Private Enterprise

Thurston Arthritis Research Center

**Western Carolina University**

Center for Regional Development

Mountain Aquaculture Research Center

# **Interinstitutional Public Service Centers Approved as of November 30, 2001**

*(Total Centers = 7 )*

## **Center for Craft, Creativity, and Design**

Appalachian State University

UNC Asheville

- UNC Office of the President
- Western Carolina University

## **Center for School Leadership Development**

- UNC Office of the President
- UNC System Institutions

## **James B. Hunt, Jr., Institute for Educational Leadership and Policy**

- UNC Office of the President
- UNC System Institutions

## **Mathematics and Science Education Network**

Appalachian State University  
East Carolina University  
Elizabeth City State University  
Fayetteville State University  
North Carolina A&T State University  
North Carolina School of Science & Math  
North Carolina State University  
UNC Charlotte  
UNC Greensboro  
• UNC Office of the President  
UNC Wilmington  
UNC-Chapel Hill  
Western Carolina University

## **North Carolina Agromedicine Institute**

- East Carolina University
- North Carolina A&T State University
- North Carolina State University

## **North Carolina Center for the Advancement of Teaching**

UNC System Institutions

- Western Carolina University

## **Small Business and Technology Development Center**

Appalachian State University  
Campbell University  
East Carolina University  
Elizabeth City State University  
Fayetteville State University  
Methodist College  
North Carolina A&T State University  
North Carolina Central University  
North Carolina State University  
North Carolina Wesleyan College  
UNC Asheville  
UNC Charlotte  
UNC Greensboro  
UNC Pembroke  
UNC Wilmington  
• UNC-Chapel Hill  
Western Carolina University  
Winston-Salem State University

- *Institution serving as administrative unit*



# **Institutional Public Service Centers Approved as of November 30, 2001**

*(Total Centers = 47)*

## **Appalachian State University**

Appalachian Cultural Museum  
Appalachian Regional Bureau of Government  
Appalachian Regional Development Institute  
National Center for Developmental Education

## **East Carolina University**

BB&T Center for Leadership Development  
Center for Applied Technology  
Diabetes and Obesity Center  
East Carolina Cardiovascular Center  
Leo W. Jenkins Cancer Center  
Regional Development Institute  
Rural Education Institute  
Telemedicine Center

## **North Carolina School of the Arts**

Community Music School  
Kenan Institute for the Arts Foundation  
North Carolina School of the Arts Summer Institute on Roanoke Island

## **North Carolina State University**

Center for Universal Design  
Community Growth Strategies Group  
Encore Center for Lifelong Enrichment  
Institute for Emerging Issues  
North Carolina Ergonomics Resource Center  
North Carolina Solar Center  
State Climate Office of North Carolina

## **UNC Charlotte**

Center for International Studies  
Center for Professional and Applied Ethics  
Office of Educational Outreach

## **UNC Greensboro**

Center for Educational Studies and Development  
Center for New North Carolinians  
Instructional and Information Technologies Education Center

National Paideia Center

Reading Together USA Institute

University of North Carolina at Greensboro Psychology Clinic

## **UNC Office of the President**

Principals' Executive Program

## **UNC Pembroke**

Regional Center for Economic, Community, and Professional Development

## **UNC Wilmington**

Center for Business and Economics Services

## **UNC-Chapel Hill**

Ackland Art Museum  
Carolina Center for Public Service  
Center for Aging Research and Educational Services (CARES)  
Center for Home Visiting  
Institute of Government  
Institute of Outdoor Drama  
Jordan Institute for Families  
Morehead Planetarium  
North Carolina Botanical Garden (Coker Arboretum)

## **Western Carolina University**

Developmental Evaluation Center  
Reading Center  
Speech and Hearing Center

## **Winston-Salem State University**

Maya Angelou Institute for the Improvement of Child and Family Education

## **Appendix F. University of North Carolina Web Sites**

**The University of North Carolina main site:** <http://www.northcarolina.edu/>

**Board of Governors:** <http://www.northcarolina.edu/bog/>

The Code: <http://northcarolina.edu/bog/code/code.cfm>

Board of Governors' Report: <http://northcarolina.edu/bog/reports/reports.cfm>

**Office of the President:** <http://www.northcarolina.edu/pres/>

Office of the President Initiatives: <http://northcarolina.edu/pres/initiatives/initiatives.cfm>

Higher Education in North Carolina newsletter:

<http://www.ga.unc.edu/publications/newsletter/index.html>

UNC Institutional Profiles: [http://www.ga.unc.edu/UNC\\_Schools/profiles/current/](http://www.ga.unc.edu/UNC_Schools/profiles/current/) ent

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**Finance:** <http://www.northcarolina.edu/finance/>

UNC Policies and Procedures Manual (Services Office):

<http://www.northcarolina.edu/finance/services/services.cfm>

UNC Budget Flexibility Guidelines:

<http://www.northcarolina.edu/finance/projects/budget/flexguide.htm>

CAPSTAT home page: <http://www4.ga.unc.edu/CAPSTAT/index.html>

Available in Acrobat PDF format:

UNC Campus Facilities Profiles and 10-Year Capital Plans

UNC Student Credit Hour Enrollment Change Funding Model Manual

UNC 2001-2003 Budget Request

UNC Budget Process

UNC Chart of Accounts

UNC Design and Construction Guidelines

**Human Resources:** <http://www.northcarolina.edu/hr/>

University Benefits Office: <http://www.northcarolina.edu/hr/benefits/benefits.cfm>

Employment Opportunities: <http://www.northcarolina.edu/hr/jobs/jobs.cfm>

UNC Human Resources Best Practices:

<http://www.northcarolina.edu/hr/bestpractices/bestpractices.cfm>

**Information Resources:** <http://www.northcarolina.edu/ir/>

UNC Links newsletter: <http://www.northcarolina.edu/ir/newsletter/newsletter.cfm>

UNC Information Technology Strategy:

<http://www.northcarolina.edu/ir/strategy/strategy.cfm>

Computing, Supercomputing, Networking, and Videoconferencing documents:

<http://www.northcarolina.edu/ir/supercom/supercom.cfm>

UNC E-Learning Readiness Assessment Project Final Report:

[http://northcarolina.edu/docs/ir/reports/UNC\\_eLRA\\_FinalReport\\_101101.pdf](http://northcarolina.edu/docs/ir/reports/UNC_eLRA_FinalReport_101101.pdf)

UNC Libraries: <http://www.northcarolina.edu/libraries/libraries.cfm>

UNC Teaching & Learning with Technology Collaborative: <http://www.uncctl.org/tlt/>

UNC Shared Services Alliance: <http://www.northcarolina.edu/ir/alliance/alliance.cfm>

Prospective Student Portal Application: <http://ncaweb2.ais.unc.edu/>

**Legal Affairs:** <http://northcarolina.edu/legal/leg.cfm>

The Administrative Manual of UNC (Acrobat PDF and HTML):

<http://northcarolina.edu/legal/manual/manual.cfm>

Tenure Regulations: <http://northcarolina.edu/legal/tenure/tenure.cfm>

**Public Affairs:** <http://northcarolina.edu/pa/>

UNC-OP news: <http://northcarolina.edu/pres/news/news.cfm>

**Research and Sponsored Programs:** <http://northcarolina.edu/aa/research/research.cfm>

Reports: <http://northcarolina.edu/aa/research/reports/reports.cfm>

Administrative Memorandum 408 on Administration of Sponsored Programs:

<http://northcarolina.edu/aa/research/sparc/spadmin.cfm>

UNC Copyright Policy & Intellectual Property:

<http://northcarolina.edu/aa/research/copyright/copyright.cfm>

Campus research office directory: <http://northcarolina.edu/aa/research/uncoffices.cfm>

Centers and Institutes: <http://northcarolina.edu/aa/research/reports/centers.cfm>

**Secretary of the University:** <http://northcarolina.edu/secretary/>

**University-School Programs:** <http://21stCenturySchools.NorthCarolina.edu/>

UNC Center for School Leadership Development:

<http://21stcenturyschools.northcarolina.edu/center/>

Teaching and Technology: <http://21stcenturyschools.northcarolina.edu/technology/>

Southeast Center for Teaching Quality: <http://www.teachingquality.org/>

North Carolina Education Research Council:

<http://21stcenturyschools.northcarolina.edu/researchcouncil.html>

**Other Web Sites:**

Cecil G. Sheps Center: <http://www.shepscenter.unc.edu>

College Foundation of North Carolina: <http://www.cfnc.org>

North Carolina Arboretum: <http://www.ncarboretum.org/>

North Carolina Area Health Education Centers: <http://www.ncahec.net>

North Carolina Center for International Understanding: <http://www.ga.unc.edu/NCCIU/>

North Carolina Center for Nursing: <http://www.NurseNC.org>

North Carolina School of Science and Mathematics: <http://www.ncssm.edu/>

University Libraries: <http://northcarolina.edu/libraries/libraries.cfm>

UNC Center for Public Television (UNC-TV): <http://www.unctv.org/>

UNC Exchange Program: <http://www.uncep.org/>

UNC-OP and UNC constituent institution directories:

<http://www.northcarolina.edu/directories.cfm>

UNC Press: <http://uncpress.unc.edu/>

UNC Professional Development Portal: <http://www.unctl.org/pdp/>